

130

(5)

FILED  
JUN 9 - 2009  
OFFICE OF THE CLERK  
SUPREME COURT, U.S.

No. 08-1089

IN THE  
**Supreme Court of the United States**

JEFFREY WINKELMAN, *et al.*,  
*Petitioners,*

v.

PARMA CITY SCHOOL DISTRICT,  
*Respondent.*

ON PETITION FOR WRIT OF CERTIORARI  
TO THE SUPREME COURT OF THE STATE OF OHIO.

**REPLY BRIEF ON BEHALF OF PETITIONERS**

LAW OFFICE OF  
ANDREW K. CUDDY  
PHILIP B. ABRAMOWITZ, ESQ.\*  
ANDREW K. CUDDY, ESQ.  
JASON H. STERNE, ESQ.  
*Of Counsel*  
*Attorneys for Petitioners*  
145 East Genesee Street  
Auburn, New York 13021  
Telephone: (716) 868-9103  
Email: akcuddy132@aim.com

*\*Counsel of Record*

**I. Respondent's Argument That Jacob Does Not Have Significant Occupational Therapy Needs is Belied By Its Own Multifactorial Evaluation**

Respondent attempts to create a factual issue where none exists, by quibbling over the extent of Jacob's occupational therapy (OT) needs. A review of the multifactorial evaluation (MFE) and the decisions below demonstrates that this argument lacks merit.

The MFE in its entirety is attached hereto as an appendix. The final page of that document contains the "Team Summary and Interpretation of the Multifactorial Evaluation." A68 (Appendix to this Reply). This summary concludes that, while in school, Jacob's "greatest difficulties are with self regulation, performance of fine-motor tasks and visual perception tasks[.]" all of which areas are addressed by OT. Furthermore, the summary continues, "Jacob needs to improve fine-motor strength and coordination[.]" needs to "improve visual perception skills in order to perform more age appropriate tasks such as cutting and writing with appropriate grasps and managing fasteners." Id. This conclusion is taken from the then most recent formal OT evaluation, dated October 10, 2002, which is part of the MFE. A19-A20. The OT evaluation also indicates that Jacob needs to "continue to improve his ability to adapt adequately to environmental demands without outbursts through use of sensory diet strategies, classroom and home modifications, as well as learning socially appropriate responses." A20. Dr. Levinsohn agreed, stating his "very strong medical recommendation that Jacob is clearly in need of a very intense and comprehensive program to include continued speech, occupational, physical and music therapy." A4. This recommendation was also, of course, part of the MFE.

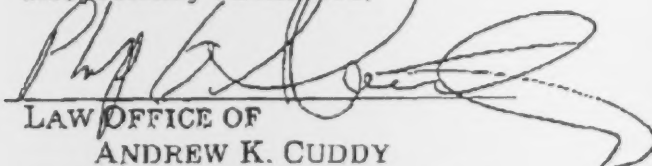
The district court recognized that "occupational therapy is a necessary related service[]" for Jacob. A17 (Appendix to Petition for Certiorari). Likewise, the IHO agreed that Jacob needed OT. A205 (IHO Freda). Thus, respondent's argument that it is "well documented that occupational therapy was not Jacob's greatest area of need" and thus this case is a poor vehicle for certiorari is completely specious. See Brief in Opposition at 28.

### CONCLUSION

Based on the foregoing, petitioners respectfully request that the Court grant certiorari to the United States Court of Appeals for the Sixth Circuit and entertain the merits of this case.

Dated: Auburn, New York  
June 8, 2009

Respectfully submitted,



LAW OFFICE OF

ANDREW K. CUDDY

PHILIP B. ABRAMOWITZ, ESQ.\*

ANDREW K. CUDDY, ESQ.

JASON H. STERNE, ESQ.

*Of Counsel*

*Attorneys for Petitioners*

146 E. Genesee Street

Auburn, New York 13021

Telephone: (716) 868-9103

Email: [akcuddy132@aim.com](mailto:akcuddy132@aim.com)

*\*Counsel of Record*

PARMA CITY SCHOOL DISTRICT  
6726 RIDGE ROAD  
PARMA, OHIO 44129

EVALUATION TEAM REPORT  
(ETR)

COVER PAGE

This report summarizes and interprets the results of a multifactored evaluation completed as a portion of the child identification and evaluation procedures established by the Individuals with Disabilities Education Act (IDEA). The information contained in this report is subject to rules governing confidentiality of educational records.

Student Name: Winkeiman, Jacob Date of Birth: 5/25/87 Age: 5

The information contained in this report was compiled or developed by the assessment team to address specific educational concerns, including the student's need for special education services.

THIS REPORT DOCUMENTS:

- ☐ An initial evaluation completed: Date: \_\_\_\_\_
- ☒ A reevaluation completed: Date: 5-6-03
- ☐ An Intervention-Based Assessment/MFE completed: Date: \_\_\_\_\_

(To be used by those school districts with approval from the Ohio Department of Education)



## STUDENT INFORMATION

## Identifying Data

Name: Winkelman, Jacob		Father: Jeffrey	
Date of Birth: 5/25/97		Address: (if different than student)	
Address: 1853 Jacqueline Drive Parma, Ohio 44134		Phone: (if different than student)	
Phone: 440-842-6547		Mother: Sandee	
Legal Guardian:		Address: (if different than student)	
Address: (if different than student)		Phone: (if different than student)	
Phone: (if different than student)			
Parent(s) Native Language (if not English):			
Student's Native Language (if not English):			
Grade: Pr	EMIS/Student Number: 1908168	Current Disability Condition: PCD	
Building of current attendance:		Achievement Centers for Children	
Present teacher(s): Jacquelyn Gerber			
Date of reevaluation plan:		1/27/03	
Reevaluation completion date:			

**Summary of background information and services provided to the student:**

Jacob is currently transitioning from preschool to a school age program. He was identified as a "Preschooler with a Disability" on 9/1/2000. He was initially receiving services at First Step Preschool; he entered the Achievement Centers for Children in August 2001. Jacob receives Occupational Therapy and Speech/Language Therapy as related services; he also participates in a music therapy program while at school. Jacob participates in private O.T. and Speech/Language Therapy from RB&C; parents report that the Occupational Therapists from both agencies are in constant communication.

Jacob resides with both parents, one older sister and two older half brothers. English is spoken in the home. Medical history is significant for an early swallowing disorder and tracheoesophageal cleft (which was surgically repaired prior to one year of age). Jacob is diagnosed with an autistic disorder with co-occurring aberrant behaviors with some aggressive tendencies. He is taking Risperdal; there can be a weight gain from this medication (which is not uncommon). He is followed by Morris Levinsohn, M.D., Pediatric Neurologist. Please refer to Dr. Levinsohn's report for further information. Also attached is a report from Jacob's private Speech/Language Therapy sessions (dated 3/18/03).

MORRIS W. LEVINSOHN, M.D., INC.  
PEDIATRIC NEUROLOGY

UNIVERSITY HOSPITAL HEALTH CENTER  
4212 STATE ROUTE 308  
WILLOUGHBY, OHIO 44094

945-6725

PARKWAY MEDICAL CENTER  
3819 PARK EAST  
BEACHWOOD, OHIO 44122

April 2, 2003

RE: Jacob Winkelman

Harry Nudelman, MD  
3619 Park East  
Beachwood, Ohio 44122

Dear Harry,

I saw your patient five and a half year old Jacob with his parents on 3/20/03 for a neurological evaluation. You may recall that I initially saw him approximately 13 months ago with a neurobehavioral profile that identified a diagnosis of an autistic disorder with co-occurring aberrant behaviors with some aggressive tendencies. At the time we alluded to several potential pharmacotherapeutic agents in the hopes of modifying some of these behaviors. He was subsequently started on Risperdal 0.25 mg. bid which seemingly did provide some clinical benefit. Jacob has been a participant in a very comprehensive and intensive program - the achievement center in Cleveland and he has received the benefit of occupational, physical, speech, and music therapy. These interventions are given over a two hour period each day at school.

His parents tell me that in terms of his speech and language development he uses three to four word phrases with speech still showing a moderate degree of dysfluency. His aggressive tendencies at times have continued on occasion striking out at his mother, father, and sister. He continues to have difficulties with transitions both at home and at school. He clearly needs a great deal of redirection with new adjustments. He has a hard time accepting new clothes. In terms of social skills he still shows a great deal of impairment in this area. He has a great deal of difficulty initiating contact and negotiating with others. He appears to have no sharing or turn taking skills. Mother reports that he simply "falls apart". He is however, beginning to initiate some pretend and

2

imaginative play activities and has currently developed some excellent floor time skills.

The previously observed ritualistic behaviors have continued. He still shows some inconsistent gaze avoidance and aversion but this at times seems to improve.

His mother notes that he is particularly receptive to musical therapy and it is only through these measures that he is able to communicate more easily.

The physical exam revealed a well looking, normal proportioned slightly overweight, alert, conscious, very attractive, five and a half year old boy. There were islands of more consistent and engaging behaviors with the observer. At times he also generated some three to four word phrases much of which was intelligible to the observer. His overall neurological exam was essentially unremarkable. His gait was normal. (Much of his weight gain is clearly related to the administration of his Risperdal - not an infrequent observation.)

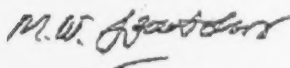
*In terms of management:*

- a. I spent a great deal of time with his mother reviewing the essential and core features of his neurobehavioral profile.
- b. It is my very strong medical recommendation that Jacob is clearly in need of a very intensive and comprehensive program to include continued speech, occupational, physical, and musical therapy.
- c. It is quite clear that the pursuit of these programs in the past year has clearly generated some of the improvement observed by his parents and the observer today.

Given these intensive programs the emergence of improved speech and social strategies will clearly lead to significant diminution and frustration, and observed aggressive tendencies in these children. It is my fond hope that Jacob have the opportunity of this ongoing intensive program and the hope that we can look forward to achieving some of the goals set forth for the ensuing years.

Once again, thank you for the opportunity of seeing your patient.

Yours sincerely,



Morris W. Levinsohn, MD  
Pediatric Neurologist

MWL/pjw

A4

UNIVERSITY HOSPITALS OF CLEVELAND  
Department of Rehabilitation Services  
216 844-7191 FAX 216 844-5155

UH #: 1934580  
Name: Jacob Winkelman  
DOB: 5-25-97 Age: 5.9  
Evaluation Date: 3-18-03  
Patient Location: LAnderbrook

# SPEECH-LANGUAGE PATHOLOGY TREATMENT PLAN

Page 1 of 1

HISTORY	
1. SLP Diagnosis: Autism	ICD-9 Code: 299.00
2. Social, physical, cognitive, or emotional barriers to learning/treatment identified from assessment: <input checked="" type="checkbox"/> none <input type="checkbox"/> (describe)	
3. Rehabilitation potential based on assessment: <input type="checkbox"/> excellent <input checked="" type="checkbox"/> good <input type="checkbox"/> fair <input type="checkbox"/> poor <input type="checkbox"/> undetermined	
4. Pain assessment: 0/10 Pt attends the Achievement center for autism as well as the social skills group weekly. Mom reports improved behaviors with transitioning between activities, following schedule board. Mother interested in the Monarch school for this fall. Testing completed informally to determine appropriate goals below.	
5. Patient/family/caretaker educated about treatment needs, risks, and benefits. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
6. Core precautions during treatment: Informal testing used this date and desktop materials used informally as not appropriate to report formally (as PLS-3, SPT-2 not normed for children with autism) expressively Jacob uses 2-3 word utterances to communicate functionally however his intelligibility is greatly reduced in known context. (40%-55% intelligible). Continued work is needed with phonemes (l, r) and his rate of speech to ↑ intelligibility. Recursively, Jacob demonstrated difficulty in the areas of concepts, pronouns, pragmatics (topic maintenance, turn-taking, treatment plan, re contact, regulating) answering questions, prepositions, tenses, categories, negation.	
7. Frequency: <input type="checkbox"/> 3 X/week <input type="checkbox"/> 2 X/week <input checked="" type="checkbox"/> 1 X/week <input type="checkbox"/> 2 X/month <input type="checkbox"/> 1 X/month body part, SVD usage.	
8. Anticipated Duration of Treatment: 12 mo (cont. if recommended, will discuss results c mom.)	
9. Contributors to Treatment Plan: <input type="checkbox"/> MD <input type="checkbox"/> RN <input type="checkbox"/> patient <input type="checkbox"/> family <input checked="" type="checkbox"/> caretaker <input checked="" type="checkbox"/> OT <input type="checkbox"/> PT <input type="checkbox"/> RT <input type="checkbox"/> LSW	
10. Patient's/Family's Personal Goal: ↑ clarity of speech, ↑ overall language skills	
11. Long-term Functional Goal (Discharge Criterion): ↑ Functional communication skills	
12. Short-term Treatment Goals:	
1) ↑ overall intelligibility of speech at the 2-4 word level	40% 80% 12 mo
2) ↑ correct production of (l, j)-blends, r, r-blends, @ in all word positions at the syllable, word, phrase levels.	>25% 105%
3) ↑ accurate use of phonemes (h/s/sh) prepositions, reg/irreg, past tense passive voice.	0- 89%
4) ↑ answering wh-questions, y/n questions	85% 85%
5) ↑ knowledge of categories, negatives, spatial/descriptive concepts.	>25% 85%
6) ↑ MLU to include SVD through imitation to describe events, object	2-3 words 4-5 words ↓
13. Treatment Strategies and people Cont. current ST services at UH, cont. ST services at Achievement center cont social skills group weekly, parent education	
SIGNATURE: Maria Bell MEd/SLP PRINTED NAME: Aracelia Bell PAGER: 32542	
CC: 1) Rehab Services Patient File 2) Referring Physician (Dr. Winkelman) <input checked="" type="checkbox"/> mother	

Revised 2/28/2003

Winkelman, Jacob  
1908168

5/25/07

**School Age Planning Form: REEVALUATION**

Student's Name: Jacob Winkelman Date of Birth: \_\_\_\_\_ Age: 5

- STEP 1: List area(s) of disability: Autism
- STEP 2: For those assessment areas listed in column (A) considered by the team, indicate "yes" or "no" in column (C) to indicate if sufficient existing data is available. In the appropriate columns listed under (D), indicate any new assessments to be conducted by listing the position of the individual assigned.
- STEP 3: List team members who participated in the review of existing information.
- STEP 4: Establish date for completion of reevaluation. Reevaluation will be completed by: MAY 2008

(A) Assessment Areas	(B) Must be Addressed for:	(C) Current Data Available	(D) New Assessment Necessary		
			Interview/ Records	Observation	Direct Assessment
Physical Exam (medical)	MD				
Health and Nutrition	CD		Parent		
General Intelligence	MD, ED, CD, SLD			Teacher	
Academic / Preacademic Skills	All			Teacher	
Educational Functioning	S/L				
Vision Abilities	MD, HI, OH, OHI, CD, SLD			Teacher	
Eye Condition - Specialist	VI				
Braille Needs	VI				
Hearing Abilities	MD, VI, OH, OHI, CD, SLD			Teacher	
Audiological Status	HI				
Communicative Status	All			SLP	SLP
Communication Mode	HI				
Adaptive Behavior	MD, CD			VABS-SET	
Social / Emotional Status	MD, HI, VI, OH, OHI				
Classroom Observations	SLD				
Informal Behavioral	ED			Teacher	
Behavior/Personality Measure	ED				
Background Information	ED				
Reading / Math Instruction & English Proficiency	All		SET		
Social and Cultural	CD				
Teacher Recommendation	CD				
Motor Abilities	MD, HI, VI, OH, OHI, CD, SLD			OT	OT
Assistive Technology Needs	As Needed				
Other:	<u>News reports + outside SLP + OT to be shared by parent</u>				

☒ The team has taken into consideration possible sources of racial/cultural bias in planning these assessments.

Team Members:

Mr. Winkelman	Parent		SLP
	Parent	Marta Newlin, Ph.D	Sp. Ed. Supervisor
	SET	Roberta Deeler	School Psychologist

Roberta Deeler

(Signature of Evaluation Team Chairperson)

Date of Plan: 1/27/03

<b>EVALUATION FORM</b>
------------------------

Student's Name: Winkelman, Jacob Date of Birth: 5/25/97 Age: 5

Evaluator: Roberta Beeler Title: School Psychologist

**Areas of Assessments:**

Social/Emotional Behavioral Functioning, Adaptive Behavior

**Evaluation methods and activities:**

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Observation(s)   | <input checked="" type="checkbox"/> Interview(s)               | <input type="checkbox"/> Trial Interventions |
| <input type="checkbox"/> Record Review               | <input type="checkbox"/> Classroom-Based Assessments           | <input type="checkbox"/> Other               |
| <input type="checkbox"/> Curriculum-Based Assessment | <input checked="" type="checkbox"/> Norm-Referenced Assessment |  |

Summary of assessment(s), including results and instructional implications:

**SOCIAL/EMOTIONAL BEHAVIORAL FUNCTIONING:**

Mrs. Winkelman completed the Child Behavior Checklist on 4/8/2003.

Please refer to the attached narrative and accompanying profiles for complete information.

**ADAPTIVE BEHAVIOR:**

Vineland Adaptive Behavior Scales (VABS)		Date: 2/14/03 CA: 5-8-19	
Subdomains	SS	Adaptive Level	AE
Communication	71	Moderately Low	2-4
Daily Living Skills	79	Moderately Low	4-2
Socialization	73	Moderately Low	2-6
Motor Skills	102	Adequate	+5-11
<b>ADAPTIVE BEHAVIOR COMPOSITE</b>	<b>78</b>	<b>Moderately Low</b>	<b>3-9</b>

Jacob was rated on the Vineland by Jacquelyn Gerber. This instrument has a mean of 100 and a standard deviation of 15. The following information was reported.

**COMMUNICATION:**

Jacob follows instructions requiring an action and an object

He points accurately to all body parts when asked

He states his own first and last name when asked

He uses first names or nicknames of friends or siblings and states their names when asked

He does not ask "wh" questions

He does not use simple prepositions

He does not articulate in a clear fashion

He relates experiences in detail when asked

He uses sentences of four or more words

He says at least 50 recognizable words

He occasionally prints or writes his first and last name

He identifies all printed letters of the alphabet

He recites the alphabet from memory

#### DAILY LIVING SKILLS:

Jacob demonstrates an interest in changing clothes that are wet or muddy  
He will occasionally dress himself completely except for tying shoelaces  
He cares for his nose without assistance or reminders and covers his mouth and nose when coughing or sneezing  
He cares for all toileting needs on his own but will hold bowel movements  
He needs help with bathing and grooming tasks (there is some defensiveness with these; he likes to air dry)  
He uses all utensils competently  
He will occasionally assist with setting the table  
He puts away toys and helps with extra chores when asked  
He recognizes all numerals through 10 (and some numerals 11 through 19)  
He counts at least 10 objects, one by one  
He identifies and names most common colors  
He demonstrates an understanding of the function of a clock

#### SOCIALIZATION:

Jacob imitates a relatively complex task several hours after it was performed by another  
He demonstrates a desire to please his caregivers or parents  
He occasionally responds verbally and positively to the good fortune of others  
At times, he will laugh or smile appropriately in response to positive statements  
He occasionally shares toys without being told to do so  
He engages in imaginative play and games with others  
He will occasionally apologize for mistakes or errors in judgement as well as unintentional mistakes  
At times, he will follow the rules in school

#### MOTOR SKILLS:

Jacob pedals a tricycle for a distance of at least six feet  
He catches a small ball that is thrown from a distance of ten feet  
He hops forward on one foot at least three times  
He climbs on and off high play equipment  
He runs in a smooth fashion  
He uses alternating feet on steps  
He cuts paper along a line with scissors and occasionally cuts out complex items  
He draws more than one recognizable form with pencils or crayons  
He completes non-inset puzzles of at least six pieces

Jacob is demonstrating a moderate delay in adaptive behavior abilities when compared to other children his chronological age, specifically in the areas of communication skills and socialization. His motor abilities are judged to be age appropriate.

Signature of Evaluator

Roberta B. Baker, M.Ed., NCSP

Date:

2/14/03

4/8/03

## CBCL/1.5-5 - Narrative Report

ID:

Name: Jacob Winkelman

Age: 5 years

Birth Date: 05/25/1997

Gender: Male

Date Filled: 04/08/2003

Informant: Sandee Winkelman

Clinician:

The Child Behavior Checklist for Ages 1.5-5 (CBCL/1.5-5) was completed by Sandee Winkelman, Jacob's mother, to obtain her perceptions of Jacob's problems.

On the empirically based problem scales, Jacob's Total Problems, Internalizing, and Externalizing scores were all in the clinical range (above the 90th percentile) for boys aged 1.5 to 5. His scores on the Anxious/Depressed, Somatic Complaints, Sleep Problems, and Aggressive Behavior syndromes were in the normal range. His scores on the Emotionally Reactive, Withdrawn, and Attention Problems syndromes were in the borderline clinical range (93rd to 97th percentiles). These results indicate that Jacob's mother reported more problems than are typically reported by parents of boys aged 1.5 to 5, particularly emotional reactivity, withdrawn behavior, and attention problems.

On the DSM-oriented scales, Jacob's scores on the Attention Deficit/Hyperactivity Problems and Oppositional Defiant Problems scales were in the normal range. His scores on the Affective Problems and Pervasive Developmental Problems scales were in the clinical range (above the 97th percentile). His score on the Anxiety Problems scale was in the borderline clinical range (93rd to 97th percentiles). These results suggest that the DSM should be consulted to determine whether Jacob meets diagnostic criteria for affective disorders and Pervasive Developmental Disorder. Jacob's score in the borderline clinical range suggests that the DSM should be consulted to determine whether Jacob might meet diagnostic criteria for disorders characterized by problems included on that scale.

### OTHER INFORMATION:

Agency:

User-defined 1:

User-defined 2:



Informant: Sandee Winkelmann  
Relationship: Mother

## CBCL/1.5-5 - Syndrome Scale Scores for Boys

Internalizing		Externalizing				
Emotionally Related	Anxious/ Depressed	Somatic Complaints	Withdrawn	Sleep Problems	Attention Problems	Aggressive Behavior
8	4	4	5	7	6	19
69-B	56	62	67-B	64	67-B	63
97	73	89	96	92	96	90
1 21 Dist Change	1 10 Expend	0 1 Aches/Pains	2 2 Act Young	1 21 No Sleep/Alone	1 5 Concentrate	1 18 Control
0 46 T wching	0 31 Feeding/effort	1 1 7 Thirsty/Out	1 4 Avoid/Bg	1 38 Sleep/Pro	2 6 Cautious/	1 15 Defiant
1 31 Show/Feeling	1 37 Tightly/	1 12 Conspic/	1 23 No Answer	1 48 Nightmare	0 56 Clumsy	1 16 Demanding
1 79 Reap/	0 41 Look/	0 19 Exertion	1 63 Rude/Active	1 64 Wakened	2 59 Stubborn/	1 18 Destroy/
1 87 Mean/	1 47 Nervous	1 24 No/Ear	0 67 Unhappy/	2 74 Sleep/	1 95 Wounded	1 20 Eavesdrop/
1 83 Sake	0 68 Self/	0 39 Headache	0 70 L imit/	0 84 Talk/	1 1 95 Wounded	1 27 Na/
1 92 Cyn/	1 87 Fear/	0 43 Nausea	0 71 Limit/	1 94 Wake/	0 33 Fight/	0 33 Fight/
1 97 Worry/	0 90 Sad	0 52 Pain/	0 98 With/	0 40 Rule/	0 47 Hurt/	1 40 Rule/
1 99 Worry/		1 78 Stomach/			1 54 Angry/	0 47 Hurt/
		0 86 Tool/			1 59 Act/	1 44 Angry/
		0 93 Vomit/			1 66 Scam/	1 59 Act/
					1 69 Self/	1 66 Scam/
					1 81 Stub/	1 69 Self/
					1 85 Temper/	1 81 Stub/
					1 88 Unco/	1 85 Temper/
					1 90 Wreck/	1 88 Unco/

Broken lines = borderline clinical range

CBCL/1.5-5 - Internalizing, Externalizing, & Other Problems for Boys

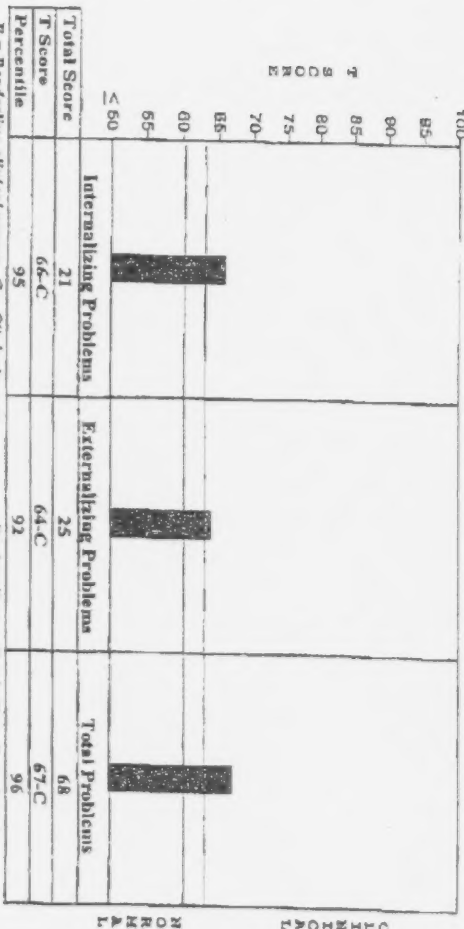
ID: Name: Jacob Winkelman

Gender: Male Age: 5 years

Date Filed: 04/08/2003 Birth Date: 05/25/1997

Clinician: Agency:

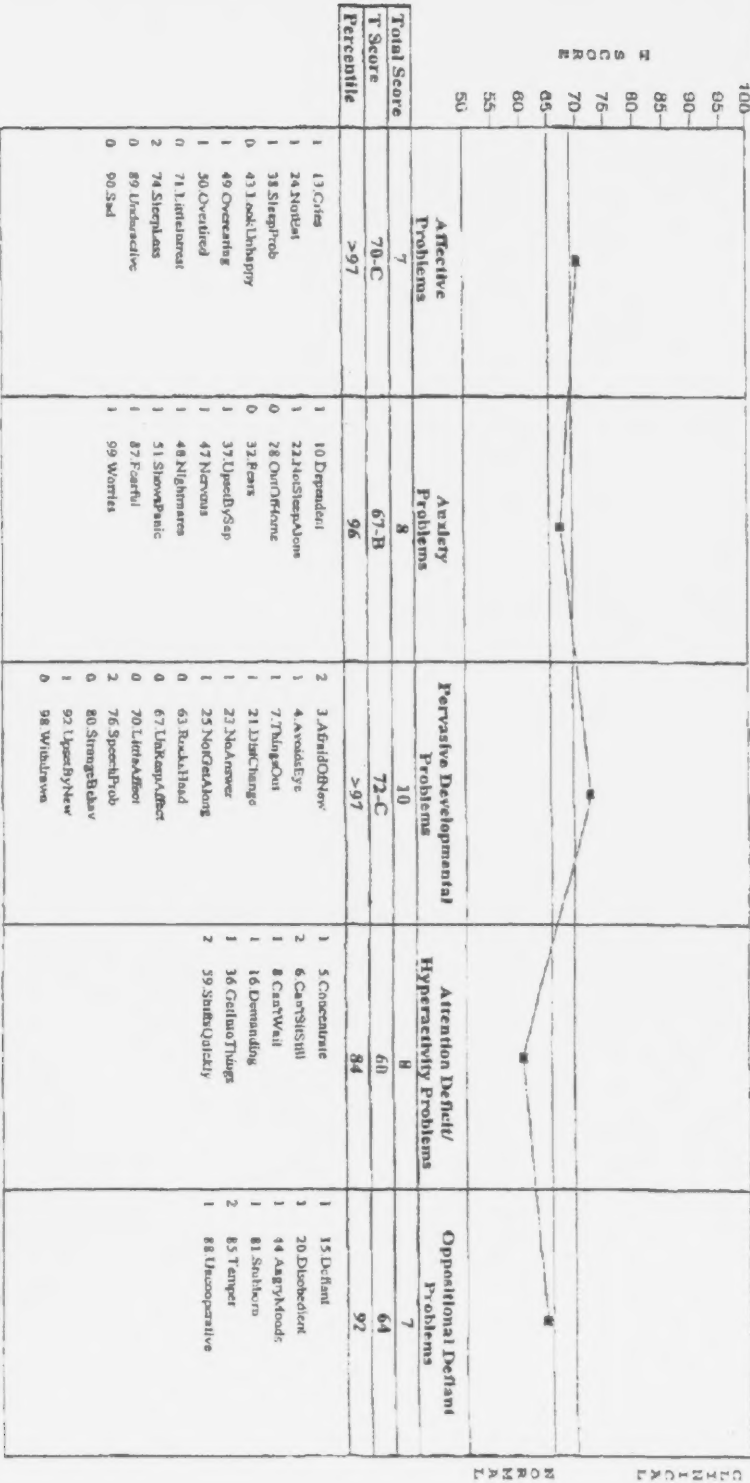
Informant: Sandee Winkelman Relationship: Mother



Other Problems	
1 Adult/Other	0
2 Abuse/Neglect	0
3 Anxiety/Depression	0
4 Conduct/Aggression	0
5 Enuresis/Encopresis	0
6 Eating Problems	0
7 Learning Problems	0
8 Physical Problems	0
9 Social Problems	0
10 Somatic Complaints	0
11 Tics/Tourette	0
12 Truancy	0
13 Unusually Susceptible	0
14 Withdrawn	0
15 Worry/Anxiety	0
16 Delinquency	0
17 Delinquency/Other	0
18 Delinquency/Total	0
19 Delinquency/Total	0
20 Delinquency/Total	0
21 Delinquency/Total	0
22 Delinquency/Total	0
23 Delinquency/Total	0
24 Delinquency/Total	0
25 Delinquency/Total	0
26 Delinquency/Total	0
27 Delinquency/Total	0
28 Delinquency/Total	0
29 Delinquency/Total	0
30 Delinquency/Total	0
31 Delinquency/Total	0
32 Delinquency/Total	0
33 Delinquency/Total	0
34 Delinquency/Total	0
35 Delinquency/Total	0
36 Delinquency/Total	0
37 Delinquency/Total	0
38 Delinquency/Total	0
39 Delinquency/Total	0
40 Delinquency/Total	0
41 Delinquency/Total	0
42 Delinquency/Total	0
43 Delinquency/Total	0
44 Delinquency/Total	0
45 Delinquency/Total	0
46 Delinquency/Total	0
47 Delinquency/Total	0
48 Delinquency/Total	0
49 Delinquency/Total	0
50 Delinquency/Total	0

CHCL/1.5-5 - DSM-Oriented Scales for Boys

ID: Name: Jacob Winkelmann Gender: Male Date Filled: 04/08/2003 Clinician: Informant: Sandee Winkelmann  
Age: 5 years Birth Date: 05/25/1997 Agency: Relationship: Mother



Copyright 2000 T. Achenbach & L. Rescorla

B = Borderline clinical range; C = Clinical range

Broken line = Borderline clinical range

## EVALUATION FORM

Name of Student: JACOB WINKELMAN Date of Birth: 05/25/1997 Age: 5Evaluator: Jacquelyn Gerber Title: Teacher

## Areas of Assessments:

Vision and hearing abilities

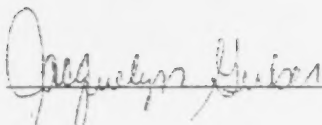
## Evaluation methods and activities:

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Observation(s)   | <input type="checkbox"/> Interview(s)               | <input type="checkbox"/> Trial Intervention(s) |
| <input type="checkbox"/> Record Review               | <input type="checkbox"/> Classroom-Based Assessment | <input type="checkbox"/> Other                 |
| <input type="checkbox"/> Curriculum-Based Assessment | <input type="checkbox"/> Norm Referenced Assessment |  |

## Summary of assessment(s), including results and instructional implications:

Jacob does not appear to have any problems with his vision or hearing abilities.

Signature of Evaluator



Date:

2/28/03

## EVALUATION FORM

Name of Student: JACOB WINKELMAN Date of Birth: 05/25/997 Age: 5Evaluator: Jacquelyn Gerber Title: Teacher

## Areas of Assessments:

General Intelligence Academic/Pre-academic Skills Informal Behavior

## Evaluation methods and activities:

- ☒ Observation(s)
 ☐ Interview(s)
 ☐ Trial Intervention(s)
- ☐ Record Review
 ☒ Classroom-Based Assessment
 ☐ Other
- ☐ Curriculum-Based Assessment
 ☐ Norm Referenced Assessment

## Summary of assessment(s), including results and instructional implications:

When assessed informally in September, 2002 using the TEACCH Curriculum Guide as a checklist, Jacob had mastered independently about 80% of the pre-academic/academic skills. Please refer to the attached checklist. Jacob has demonstrated ability to recall information (with some prompting) and generalize mastered skills.

Jacob will at times have difficulty with transitions and completing work activities. Jacob will also protest to new activities/skills by saying "I can't" or "I don't want to".

Jacob's delays does impact the educational setting in that many of his resistance, tantrums and meltdowns interfere with his learning/working/playing time. Although Jacob has done well on skills of the TEACCH checklist, Jacob requires a great deal of time and effort by all staff for Jacob to complete.

It is recommended to continue with using the TEACCH methodology for Jacob academic learning. He focus more in a structured area that is organized with limited auditory and visual distractions. High motivators (which are constantly changing) and continue positive reinforcement while working is also recommended.

Jacob does enjoy adult interaction and will gather himself during a meltdown if he assumes that he will be left alone with no one to work with him.

Signature of Evaluator: Jacquelyn Gerber Date: 2/28/03

Jacob

# AREA IV: COGNITIVE/ READINESS SKILLS

	Initial Eval	mid Year	end of Year
<b>A. Matching and Sorting</b>			
1. Sort dissimilar objects (2 categories)	+		
2. Sort dissimilar objects (3+ categories)	+		
3. Sort colors (2 categories)	+		
4. Sort colors (3+ categories)	+		
5. Match object to object	+		
6. Match object to identical picture	+		
7. Match objects to representational pictures	+		
8. Match objects that "go together" (shoe/sock, toothpaste/toothbrush, etc.)	+		
8. Match pictures to pictures (2 categories)	+		
9. Match pictures to pictures (3+ categories)	+		
10. Match pictures to non-identical pictures	+		
11. Match pictures that "go together" (shoe/sock, toothpaste/toothbrush, etc.)	+		
12. Sort pictures by functional category.	+		
13. Match colors (2 categories)	+		
14. Match colors (3+ categories)	+		
15. Match identical shapes	+		
16. Sort shapes ( categories)	+		
17. Sort objects by size (big/little)	+		
<b>B. Shapes and Colors</b>			
1. Receptively and expressively identify shapes (square, circle, triangle, heart, diamond, star, rectangle, oval)	+		
2. Receptively and expressively identify colors (red, blue, yellow, green, orange, purple, black, brown, white, pink, gray)	+		
<b>C. Miscellaneous Cognitive/ Readiness</b>			
1. Finds objects not in view	pm		
2. Nests cups (5+)	pm		
3. Pantomimes use of familiar objects/pictures	+		
4. Identifies common objects by touch	+		
5. Completes patterns with manipulatives	+		
6. Makes recognizable forms out of shapes	-		
7. Orders by size	pm		
8. Sequences pictures to tell a story	+		

Jacob

D. Pre-Reading and Reading				
1. Matches alphabet	em/t			
2. Recites alphabet	+			
3. Identifies alphabet	+			
4. Identifies own printed name	+			
5. Identifies names of classmates	+			
6. Reads high frequency/meaning sight words	<del>em</del>			
- <del>schedule words</del>	em			
- schedule words				
- number words				
- other (see vocab. lists)				
7. Reads simple, repetitive books out loud	+			
8. Reads and follows simple directions	R- F+			
9. Identifies beginning letter/sound	+			
E. Number / Quantity Concepts				
1. Matches numerals	+			
2. Recites numbers to 10	+			
3. Identifies numerals from 1 to 10	+			
4. Counts sets of objects to 10	+			
5. Gives sets of objects to 10 upon request	em			
6. Orders numbers on number line to 10	+			
7. Identifies missing number in sequence	+			
8. Identifies "all", "just 1", and "some"	em			
9. Adds numbers using manipulatives to sets of 10	+			
10. Identifies coins	-			
F. Time Concepts				
1. Identifies days of the week on calendar	-			
2. Uses calendar to mark of days				
3. Identifies events associated with day(s)				
4. Counts days until marked event				
5. Responds to timer to signify end of event				
6. Associates clock with time of events				
7. Tells time to hour				
8. Associates digital to analog clock				

Jacob Winkelman

Student's Name  
Student's Age

Dear

Teacher's Name \_\_\_\_\_

**Purpose:** As a preschool teacher, you will be responsible for the selection and planning for the items listed below.

helpful in determining the value of  $\alpha$  by response. Above, you can supply this data by response. ("No. - "Uncertain," or

**Directions:** Read each item and circle the word or phrase that best applies to this student. ("yes") on the right that best applies to this student.

## Personal/Späach

**For some/soon**

1. first and last name?
2. age?
3. street address (if applicable)?
4. birth date?
5. telephone number (if applicable)?

### Beginning Academic Skills

Does your child


- Does your child
6. recognise by naming the colours?
7. recognise by naming the colours?
8. count by rote to five?
9. count by rote to five?
10. recognize numerals to five?
11. recognize numerals to five?
12. comprehend numerals to five?
13. recognize some to one-to-one relations?
14. recognize some pictures depicting action in books?
15. comprehend pictures depicting action to him or her?

### 16 Comprehensive and Fine-Motor Skills

Does your child come in often?

17. recognize his/her name?
18. copy a circle and a plus sign?
19. write his/her first name?
20. write his/her last name?
21. draw pictures that are recognizable?
22. try to play within the lines when coloring a picture with crayons?
23. use scissors to cut paper?
24. successfully complete arts and crafts projects appropriate for age?
25. assemble puzzles appropriate for age?

MS. University of York

[illegible]

## Dominance/Laterality

Does your child consistently use the preferred hand?

26. use the same hand as the previous question
27. discriminate between higher right hand and left to bottom
28. follow the pattern of working left to right and top to bottom when appropriate?

## Self-Help Skills

Does your child

29. dress himself/er/en so...
30. tuition fees for clothing /rags?
31. for neither shoes?
32. for which shoe goes on which foot?
33. know which shoe goes on which foot?
34. usually take care of personal items?

## Social Skills

Does your child

35. great others in an appropriate way?
36. usually share and take turns willingly?
37. usually play well with at least one child?
38. usually play well with all children in a small-group activity?
39. willingly and cooperatively participate in a small-group activity?
40. willingly and cooperatively participate in a large-group activity?
41. show concern for using materials and equipment safely and appropriately?

## Emotional/Self-Reliance

Does your child  
to a new activity?

40. willingly engage in the task?
41. usually make an effort to solve problems that require creative thinking?
42. usually continue activity without constant attention from others?
43. usually continue a task until completed or until it is time to stop?
44. usually accept limits set by an adult?
45. usually feel a happy disposition?

## Speech

Does your child

46. *express* needs another word? . . . . .
47. *happophilic* means? . . . . .
48. have speech that is understandable? . . . . .
49. speak in sentences of four or more words? . . . . .

20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
----	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----

[illegible]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----



## EVALUATION FORM

Name of Student: JACOB WINKELMAN Date of Birth: 05/25/1997 Age: 5Evaluator: Maria Llerena Title: Occupational Therapist

## Areas of Assessments:

Fine motor, sensory, self-care

## Evaluation methods and activities:

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Observation(s)   | <input checked="" type="checkbox"/> Interview(s)               | <input type="checkbox"/> Trial Intervention(s) |
| <input checked="" type="checkbox"/> Record Review    | <input checked="" type="checkbox"/> Classroom-Based Assessment | <input checked="" type="checkbox"/> Other      |
| <input type="checkbox"/> Curriculum-Based Assessment | <input checked="" type="checkbox"/> Norm Referenced Assessment |  |

## Summary of assessment(s), including results and instructional implications:

Please see assessment summaries included.

Jacob is able to follow classroom routine with a picture schedule and verbal cues. He is able to express when he is hungry or tired and when he is happy or excited about something. At school his greatest difficulties are with self regulation, performance of fine motor tasks and visual perceptual tasks. He has difficulty with transitions from a preferred activity to a non-preferred activity and has difficulty calming when upset.

Jacob would learn best in a setting that provides a consistent schedule as well as reminders or warning when there is a change to the routine. He responds well to heavy work and proprioceptive activities throughout the day (i.e. jumping on trampoline, moving large equipment). Jacob would also benefit from additional opportunities to practice fine motor skills and visual perceptual tasks needed for school and self care.

Signature of Evaluator: Maria Llerena, OTL Date: 5/14/13



Jacob Winkelman  
Occupational Therapy Preschool Assessment October 2002

### FINE MOTOR

Fine motor skills were assessed with the Peabody Developmental Scales and through classroom observation. The Peabody assessment was not administered in a standardized format because of Jacob's decreased attention and receptive communication. Jacob was given greater time and attempts to complete a test item. Jacob tested poor on the grasping section of the Peabody and Below Average on Visual motor Integration. Jacob can copy simple 3-4 block structures such as a wall or a bridge, but is unable to copy more difficult structures. He is able to trace a line and connect dots. He holds writing utensils in a pronated grasp unless cued to reposition his hand for writing. With assistance to reposition he is able to maintain a tripod grasp. Jacob is beginning to copy a cross and is unable to copy a square. He is able to cut out a circle accurately but deviates from the line with a square.

Since last year, Jacob has become more willing to attempt new fine motor tasks and persists with more difficult tasks. He will attend to drawing and art tasks for longer and with less redirection. In the classroom, Jacob is able to write letters "J", "A", and "O" with visual and verbal cues. He needs more assistance with "C" and "B". He has improved with tool use and can complete a 2-3-step art project using such materials as glue, scissors, paints, and markers. He continues to show difficulty with grasp and manipulation of materials and occasionally holds wrist in neutral to flexed position during writing or cutting tasks.

### SELF CARE

Jacob's self care skills were determined from parent report and classroom observation. Jacob is fully toilet trained, is able to verbalize his need to use the toilet, and is now assisting to wipe himself after having a BM at school and home. He needs occasional assistance to manipulate clothing after using the toilet. He is able to button and unbutton larger buttons and can unzip and zip his coat with verbal cues. Jacob needs assistance to manage other fasteners such as snaps, shoelaces and buckles. He occasionally needs help to get his shoes on.

### SENSORY

The Sensory Profile Questionnaire was used in conjunction with classroom observation to assess Jacob's sensory processing, modulation, and emotional response to the environment. Jacob's scores on the Sensory

A19



A United Way Agency



CLEVELAND  
11001 Buckeye Road  
Cleveland, OH 44104-3986

LAKEWOOD  
14537 Madison Avenue  
Lakewood, OH 44107-4395

CAMP CHEERFUL  
15000 Cheerful Lane  
Strongsville, OH 44136-5420

STRONGSVILLE - THERAPY SERVICES  
15000 Cheerful Lane  
Strongsville, OH 44136-5420



**ACHIEVEMENT  
CENTERS  
FOR CHILDREN**

Serving children with  
disabilities since 1940

Profile indicated that he has probable to definite differences in auditory, visual, vestibular, touch, oral, and multisensory processing. These types of input are confusing, upsetting, or unmeaningful to him, and may interfere with his ability to complete tasks successfully. Jacob's scores also indicated probable to definite differences in all areas of modulation. This may indicate that Jacob has difficulty regulating his level of alertness or arousal. He may have trouble remaining alert or is over-alert. He may have difficulty anticipating safe movement, determining appropriate responses for situations and to social and environmental cues. Jacob's scores also revealed probable to definite difference in behavioral outcomes of sensory processing and difficulty with general thresholds for responding. Since Jacob has begun taking medication, he has shown improvements with transitions throughout his school day. He is able to calm himself, end or begin activities, and complete his work with verbal prompts. Occasionally, he will have difficulty with transitions and shortly after will fall asleep. This generally happens towards the end of the school day, possibly as his medication is wearing off. In the classroom, Jacob has demonstrated improvements since last year with his ability to tolerate messy materials such as glue, and putty. He is much more tolerant of changes in routine and is able to follow adult direction. Jacob is now able to modulate the volume of his voice when prompted "Use Voice number 3" or "Use your Inside Voice". Jacob continues to respond well within a quiet environment with a place where he can calm when upset. He continues to carry his blanket and "Blue" stuffed doll for comfort.

**Student OT Needs:**

Jacob needs to improve fine motor strength and coordination, and visual perceptual skills to perform more age appropriate tasks such as cutting and writing with age appropriate grasps, and managing fasteners. Jacob needs to continue to improve his ability to adapt adequately to environmental demands without outbursts through use of sensory diet strategies, classroom and home modifications, as well as learning socially appropriate responses.

**Evaluation completed by:**

*Maria C. Llerena, OTR/L* 10/10/02

Maria C. Llerena, OTR/L Date  
Occupational therapist

*[Signature]* 10/17/02  
Parent Signature Date



A United Way Agency



Improving a Child's  
Educational Experience

**CLEVELAND**  
11601 Buckeye Road  
Cleveland, OH 44104-3868  
Tel: (216) 766-7107

**LAKEWOOD**  
14587 Madison Avenue  
Lakewood, OH 44103-4355  
Tel: (216) 671-6740

**CAMP CHEERFUL**  
15000 Cheerful Lane  
Strongsville, OH 44135-5420  
Tel: (440) 278-6200

**STRONGSVILLE THERAPY SERVICE**  
15000 Cheerful Lane  
Strongsville, OH 44135-5420  
Tel: (440) 278-6200

Peabody Developmental Motor Scales  
Second Edition  
(PDMS-2)  
Summary Report

Section I. Identifying Information

Name: Jacob Winkelman	Examiner: Maria C. Llerena
Date of Testing: 9/30/2002	Examiner Title: OTR/L
Date of Birth: 5/25/1997	City: Cleveland
Prematurity Adjustment: 0 days	State: Ohio
Age: 64 months	Test Location: ACC Cleveland Autistic Preschool

Section II. Record of PDMS-2 Subtest Scores

Subtest	Raw Score	Std. Score	File Rank	Age Eq. Months	Rating
Reflexes (Re)	-	-	-	-	-
Stationary (St)	-	-	-	-	-
Locomotion (Lo)	-	-	-	-	-
Object Manipulation (Ob)	-	-	-	-	-
Grasping (Gr)	46	5	5	40	Poor
Visual-Motor Integration (Vi)	130	7	16	50	Below Average

Section III. Profile of PDMS-2 Subtest Scores

Std. Score	Re	St	Lo	Ob	Gr	Vi	Std. Score
20							20
19							19
18							18
17							17
16							16
15							15
14							14
13	- - -	- - -	- - -	- - -	- - -	- - -	13
12							12
11							11
10	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	10
9							9
8							8
7	- - -	- - -	- - -	- - -	- - -	- - -	7
6							6
5					*		5
4							4
3							3
2							2
1							1

Section IV. Record of PDMS-2 Quotient Scores

Quotient	Sum of Quotient file 95%				Rating
	Std. Scores	Score	Rank	Interval	
Gross Motor (GMQ)	-	-	-	-	-
Fine Motor (FMQ)	12	76	5	72-80	Poor
Total Motor (TMQ)	-	-	-	-	-

Section V. Profile of PDMS-2 Quotient Scores

Std. Score	GMQ	FMQ	TMQ	Std. Score
150				150
145				145
140				140
135				135
130				130
125				125
120				120
115				115
110	- - - -	- - - -	- - - -	110
105				105
100	- - - - -	- - - - -	- - - - -	100
95				95
90	- - - -	- - - -	- - - -	90
85				85
80				80
75		*		75
70				70
65				65
60				60
55				55
50				50

Functional Skills Assessment Interview Form			
Name:	Therapist:	Assessment Date	
Jacob Winkelman	Maria / Leah	9/30/02	
Skill	Comments	I	II
<b>1) Eating:</b> "I'm interested in how your child eats after you prepare and place the food in front of him/her." • Kinds of utensils/bowls/cups • Does he/she bring food/liquid to mouth; how much of the meal • How does he/she chew and swallow	1. Independent eating but occasional coughing & water 2.	7	
<b>2) Grooming:</b> "I'm interested in how your child brushes his teeth, combs/brushes his hair, and wash, rinse, and dries his hands." • Brushes teeth • Brushes or combs his/her hair • Washes, rinses and dries his/her face • Washes, rinses and dries his/her hands	1. Jacob does teeth & hands Needs help hair & face 2.	4	
<b>3) Bathing:</b> "I'm interested in how your child bathes." • How well he/she washes body from neck down not back and hair • How well he/she rinses body from neck down • How well he/she dries body from neck down	1. Needs help to do this 2.	3	
<b>4) Upper Body Dressing:</b> "I'm interested in how your child dresses him/herself from the waist up and how much help you give him/her" • How well removes t-shirt, coat, jacket • How well he/she does with zippers, buttons, snaps • Use of prostheses or orthoses	1. Puts on & takes off shirt. Cues not to reverse 2.	5	
<b>5) Lower Body Dressing:</b> "I'm interested in how your child dresses from the waist down and how much help you give him/her." • How does he/she take off socks/shoes • How does he/she pull up pants/skirt • Use of prostheses or orthoses	1. Assist w/ zipper on pants independent taking off. Cues to put on shoes & socks 2.	5	
<b>6) Toileting:</b> "I'm interested in how your child wipes him/herself and manages clothing before and after using the toilet." • How does your child do with his/her clothing before using the toilet • After using the toilet • How well does with wiping; how much help from adult • Are you present in the bathroom • If in bathroom, what kind of help is given • Any safety concerns	1. Needs assist to attend will explore in drawers. 2.	4	
<b>7) Bladder management:</b> "I'm interested in how independent your child is in his/her bladder control." • When does he/she urinate all the time/sometimes • Can tell adult when dirty or need to use toilet • If potty trained, any accidents...nightly/daily/weekly/monthly • Use an external device (catheter or medicine) • Need help with device/how much help	1. Accidents 2.	7	
<b>8) Bowel Management:</b> "I'm interested in how independent your child is in his/her bowel control." • SAME AS ABOVE	1. Has bowel instructions tends to hold 2.	5	

Key:

No hands on Assistance

7= Complete Independence 6= Modified independence (device, extra time) 5= Supervision

Hands on assistance

4= minimal assist (child does 75-90%) 3= Moderate assist (child does 50-74%) 2= Maximal assist (child does 25-49%)

1= Total assist (child does less than 25%)

*Jacob Winkelman - Quarterly Review*  
*April 8, 2003*

*Maria - OT*

*C1) Jacob will cut out simple 3 inch shapes (circle, oval, square, and rectangle) within 1/4" of the line independently.*

*Progress - In Process:* Jacob continues to have difficulty manipulating scissors and paper effectively to cut out shapes within 1/4 inch of lines. He is able to cut wavy lines and straight lines accurately and does better with circular shapes. With square shapes, he tends to cut off the edges so it looks circular.

*D1) Jacob will use age appropriate grasp with adaptive writing utensils (cone crayon and small pencils) consistently.*

*Progress - In Process:* Jacob is able to maintain a tripod grasp when positioned. He is able to adjust his fingers on his own to hold writing utensils in a quadripod grasp when given visual and verbal prompts. Without initial prompting he will usually write/draw with a pronated grasp.

*D2) Jacob will color within a 3" area with no more than 1/2" deviation.*

*Progress - Established:* Jacob is able to color within a 3 inch area with prompting to fill all white areas and to stay within the boundaries.

*D3) Jacob will print his first name on a line with a visual model.*

*Progress - In Process:* Jacob has difficulty forming the letter "B" and "A". He can consistently form the letters "J", "C" and "O" with verbal and visual cues but has a difficult time keeping letters on a line.

*D4) Jacob will write numbers 1-10 with verbal cues.*

*Program - Not Present*

*E1) Jacob will complete buckles and snaps with verbal cues only*

*Progress - Established:* Jacob is able to complete buckles on a dressing board independently. He has a more difficult time with snaps, but is able to do them with minimal verbal cues and occasional physical assistance to move cloth out the way of the snaps.

*E2) Jacob will complete buckles and snaps with no more than 2 verbal cues*

*Progress: (See E1)*

*E3) Jacob will complete 50% of shoe tying task with visual and verbal cues.*

*Progress – In Process:* Jacob is able to tie a knot with verbal and visual cues and occasional physical assistance to position hands for each step.



10-09-02

Jacob Wrinkelman: 5 Years 4 mos.

Receiving 90 min/speech/week

#### Speech/Language

Jacob is a 5 year old boy who has been attending Achievement Center for Children in the Autism program to address concerns in the areas of communication, social and behavioral development. He is a pleasant child who enjoys social interactions.

Jacob has continued to make progress in the area of communication. He is using 4-5 word length utterances and various sentence types. His speech continues to become jargonistic when he is speaking rapidly or when he is upset. Although Jacob still prefers the social pleasures of adults he is beginning to initiate interactions with his peers. He is also demonstrating the ability to maintain a topic of conversation for 3 minutes or longer (will take at least 5 turns in a conversation). He will continue to work on appropriately interrupting a conversation.

Jacob is responding appropriately to various "WH" question forms. He still needs to continue maintenance of this skill while learning to answer more cognitively challenging questions (i.e. looking at pictures and making inferences in order to answer questions).

Jacob has recently began his old behavior of using a loud voice while inside the building. He will however, modify his voice volume and speak with an "inside voice" when verbally prompted.

Leah West

Speech/language Pathologist  
M.Ed. C.C.C.

Speech and language Evaluation Summary  
10-15-02

Jacob Winkelman was assessed in October of 2002. The Preschool Language Scale -3, the Expressive One Word Picture Vocabulary Test, an informal pragmatic check list and informal observation were used to complete the evaluation. Following are the results of the evaluation.

Expressively, Jacob is communicating using both phrases and short sentences. According to the PLS-3 Jacob is able to respond to simple "wh" questions (where is the boy, is he sleeping, what does he have, etc.). Jacob can also tell how an object is used (what do you do with a spoon, a towel, etc.). He uses plurals and the "ing" form of verbs.

Expressively, Jacob is not yet using possessives (the dog's food, the girl's cat) or able to distinguish between a girl as "she" and a boy as "he". He is also unable to tell about remote events (what do you do when you've lost something, what do you do before you cross the street) and complete analogies (ice-cream is cold fire is \_\_\_\_). Jacob did however demonstrate the ability to answer simple questions logically (what do you do when your hands are dirty/you're cold /you're sleepy).

Receptively, Jacob demonstrates an understanding of some descriptive concepts (big, little, heavy, same, empty, long and short). He also understands part/whole relationships (the door of the car, the tail of the horse). Jacob understands negatives (which boy is not eating) and is able to group objects (toys, food, animals) and compare them (which is heavier: a shoe or a boot, a lock or a leaf, etc.). He demonstrates an understanding of some complex directions (point to the white kitten that is sleeping, point to the kitten with black ears and a white face, etc.) and is beginning to understand comparisons (which one has a bushy tail/pointed ears, etc.).

Jacob did not demonstrate an understanding of the spatial concepts in back of, next to or in front of. He also did not understand the passive voice (show me grandfather was kissed by the baby, the dog was chased by the goat, etc.). Jacob did not demonstrate an understanding of half vs. whole (which picture shows a whole cookie/ half a cookie). He was unable to make inferences when a story was read and visual cues were provided (pictures). Jacob was able to identify his colors and common body parts.

In the area of pragmatics, Jacob will gain attention and establish appropriate eye contact. Jacob will also initiate a topic of conversation. He will respond when/if called and asks for assistance when needed. Jacob will take turns in conversations and is able to maintain a topic of his choice for 3 minutes or more. His thoughts are organized and he will spontaneously provide social greetings and closings with adults.

Jacob is not yet demonstrating the ability to read another person's body language. He is not yet able to transition smoothly from one topic to another. Jacob inconsistently uses appropriate rate and volume. He also demonstrates inconsistency in his ability to express his emotions appropriately. Jacob does not yet state a need for clarification if he does not understand. He will give sufficient information if verbally prompted. Jacob is also asking and responding to simple questions.

Summary/Recommendations: Please see IEP for 10/15/02



ST Eval 3-6 yrs.

ACHIEVEMENT CENTERS FOR CHILDREN  
SPEECH-LANGUAGE EVALUATION (AGES 3-6 YEARS)

Client's Name: Jacob Winkelman ACC#: \_\_\_\_\_ Date: 8-9-02  
Birth Date: 5-25-97 Chronological Age: \_\_\_\_\_ Adjusted Age: \_\_\_\_\_  
Parents/Legal Guardians: Samuel Winkelman + Jeff Winkelman  
Coordinating Physician: Harry Neudman  
Additional Professionals: Dentist - Tim Petro  
Diagnosis: Autism

## Summary/Recommendations/Treatment Plan:

Speech Therapy ☒ is or ☐ is not recommended at this time  
☐ is recommended on a consultative basis ☐ with or ☐ without a home program  
☐ Re-assess in \_\_\_\_\_ months ☐ Other \_\_\_\_\_

Reason for referral: initial annual assessment - update for IFrequency/Intensity/Duration: 105 min per wk

## Functional Skills Assessment

Functional Skills Assessment ☐ Needed ☐ not needed.  
☐ Functional Skills Assessment attached to ☐ this report ☐ OT ☐ PT ☐ ST report

## Areas to be addressed with therapy include:

<input checked="" type="checkbox"/> Receptive Language	<input checked="" type="checkbox"/> Articulation Skills	needs to slow speech rate at xs
<input type="checkbox"/> Phonological Skills	<input type="checkbox"/> Play Skills	
<input type="checkbox"/> Voice	<input checked="" type="checkbox"/> Pragmatics	
<input checked="" type="checkbox"/> Expressive Language	<input type="checkbox"/> Fluency	
<input type="checkbox"/> Oral Motor/Eating:	<input type="checkbox"/> Other _____	

Prognosis for achieving Goals: ☐ Fair ☒ Good ☐ Excellent

Background Information: \_\_\_\_\_

Medical History: meds: Paxil<sup>5-3</sup> Risperidone

Medications: \_\_\_\_\_

## Tests Administered:

Test Names	Results
EASIC PLS-3	EASIC - Demonstrated delays in Expressive/Receptive + Pragmatic Lang Skills  AE for PLS-3.3

Client's Name: Jacob Winkelman ACC#: \_\_\_\_\_

## Behavior:

Activity level: \_\_\_\_\_ WNL ☒ High \_\_\_\_\_ Low

Attention/Organization: \_\_\_\_\_ WNL OR

☒ distractible ☒ difficult transitions ☒ impulsive \_\_\_\_\_ withdrawn ☒ Short attention span

Comments: \_\_\_\_\_

## Vision/Hearing:

Vision: ☒ WNL Hearing: ☒ WNLComments: Vision/hearing informally assessed.  
Found to be WNL for functional purposes.

## Voice and Fluency:

☒ WNL \_\_\_\_\_ Not Assessed \_\_\_\_\_ Needs further assessmentComments: Voice & Fluency informally assessed  
Found to be WNL for functional purposes

(+) present (-) not present (CNT) Could not test

## Oral Mechanism:

- ☒ Structure appeared adequate for speech production  
☐ Function appeared adequate for speech production  
☐ Oral mechanism structure and function was not examined today

The following notable characteristics were observed: V = present  
- = absent

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> drooling Frequent/excessive   | <input type="checkbox"/> facial asymmetry      | <input type="checkbox"/> mouth breathing           | <input type="checkbox"/> missing teeth |
| <input type="checkbox"/> drooling during concentration | <input type="checkbox"/> cleft lip/palate      | <input type="checkbox"/> open mouth posture        | <input type="checkbox"/> open bite     |
| <input type="checkbox"/> uncoordinated movements       | <input type="checkbox"/> Over bite             | <input type="checkbox"/> forward oral rest posture | <input type="checkbox"/> under bite    |
| <input type="checkbox"/> oral hypersensitivity         | <input type="checkbox"/> oral hypo sensitivity | <input type="checkbox"/> short lingual frenulum    | <input type="checkbox"/> Other         |

## Skills observed:

Lips: ☒ closure normal \_\_\_\_\_ rounding \_\_\_\_\_ spreading \_\_\_\_\_ retraction  
 Tongue: \_\_\_\_\_ elevation \_\_\_\_\_ lateralization \_\_\_\_\_ protrusion \_\_\_\_\_ retraction  
 Jaw: \_\_\_\_\_ graded jaw movements \_\_\_\_\_ munching \_\_\_\_\_ rotary chewing

Coordination: oral mechanism functions Adequate  
for speech & feeding / eating

## Relevant Feeding Information:

Current diet type: ☒ regular \_\_\_\_\_ pureed \_\_\_\_\_ soft \_\_\_\_\_ not eating orally  
 Current Liquid type: ☒ all \_\_\_\_\_ thng \_\_\_\_\_ thickened \_\_\_\_\_ not drinking ora  
 Current Method of drinking: \_\_\_\_\_ bottle \_\_\_\_\_ sipper cup \_\_\_\_\_ cut-out-cup ☒ regular cup

Comments: \_\_\_\_\_

Client's Name: \_\_\_\_\_

ACC#: \_\_\_\_\_

- +/- = Emerging/Limited skills in particular area

Expressive Language: (+) present (-) not present (E) emerging (CNT) could not testUse of nouns and pronouns

- + Expressing noun labels for objects needed for routine tasks (36-48 months)
- + Expressing personal pronouns (he, she, they) (36-48 months)
- + Expressing possessive pronouns (my, mine, your/yours) (36-48 months)
- + Expressing possessive pronouns (his, hers, theirs) (48-60 months)

Verbs

- +/- Expressing the function of objects (32-42 months)
- +/- Expressing verbs in pictures (36-48 months)
- + Expressing a verb in response to what and when questions (48-60+)
- Expressing a present, past, and future tense verb (36-60+)

Affirmation and Negation

- + Expressing affirmation and negation of an object (15-36 months)

Prepositions and Locations

- +/- Expressing locations and prepositions involving objects (36-60 months)
- +/- Expressing locations and prepositions involving objects in pictures (36-60 months)

Plurals

- + Expressing plurals

Categorization

- +/- Expressing nouns labels for categories (colors, body parts) (36-60 months)

Adjectives and Attributes

- +/- Expressing quality adjectives and attributes in pictures (36-60 months)
- +/- Expressing comparatives and superlatives (48-60 months)

Two word and three word phrases

- \_\_\_\_\_ Expressing two word phrases (24 months)
- \_\_\_\_\_ Expressing three word phrases (24-48 months)

Interrogatives

- Can respond to simple Wh ?'s + Expressing a noun agent in response to a "who" question (36-54 months)
- Will address higher level goals + Expressing a noun agent in response to a "what" question (48-60 months)
- + Expressing a noun agent in response to a "where" question (48-60 months)
- + Answering "when" questions (48-72 months)
- +/- Answering "how" questions (48-72 months)
- + Answering varied questions (36-72 months)

Social Interaction

- +/- Communicative turn taking (36-54 months)
- + Spontaneous and elicited utterances

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Client's Name:

Jacob Winkelman

ACC#:

Receptive Language: (+) present (-) not present (E) emerging (CNT) could not test

- / Identifying pictures by nouns labels (i.e. scissors, pencil, bus, chair, keys, etc.) (30-36 months)  
 -/ Recognizing pictures needed for routine tasks (i.e. toothbrush, toothpaste, plate, knife) (32-36 months)  
 +/ Comprehending personal pronouns (he, she, they) (32-48 months)  
 + Comprehending possessive pronouns (my, your) (24-48 months)  
 +/ Comprehending possessive pronouns (his, hers, theirs) (24-48 months)  
 +/ Identifying pictures of complex actions by indicating verbs (i.e. stirring, swinging, cutting) (32-48 months)  
 +/ Responding to a 2 step direction (30-38 months)  
 +/ Identifying present, past, and future tense actions (verbs) in pictures (36-60+)  
 + Comprehending three word phrases involving noun agent+action+object (i.e. girl eating soup) (32-48 months)  
 + Comprehending affirmation (is) and negation (is not) (32-48 months)  
 +/ Responding to prepositional location commands involving objects (i.e. in front or beside you) (36-60 months)  
 +/ Identifying spatial relations and prepositions in pictures (i.e. under the chair) (36-60 months)  
 +/ Identifying singular and plural nouns (42-60 months)  
 +/ Identifying opposite attributes (i.e. tall, short, slow, fast, sad, dirty) (42-60 months)  
 -/ Identifying same and different attributes (36-60 months)  
 -/ Identifying comparatives and superlatives (i.e. smallest, biggest, most, least) (36-60 months)  
 - Recognizing coin labels (penny, dime) (48-72 months)  
 +/ Identifying categories in pictures (i.e. food, toys, clothing) (27-36 months)  
 + Responding to "when what" questions requiring a nouns answer (48-60 months)  
 + Responding to "when" questions (48-60+ months)  
 -/ Responding to "how" questions (48-60+ months)  
 + Responding to varied questions? (36-60+ months)

Comments regarding Receptive Language:

Pragmatics: (+) present (-) not present (E) emerging (CNT) could not test

- + Eye contact  
 Requests for ✓ Objects 2 Actions ✓ Information  
 +/ Utilizes descriptive statements about events, objects, or things in the environment  
 + Topic initiation for conversation  
 +/ Topic maintenance  
 + Turn taking in conversation  
 - Conversational repair  
 - Responds in conversation conveying information  
 - Varies language for different contexts  
 - Revises speech and language when understood  
 +/ Provides background information to listener  
 -/ Expresses attitudes and emotions appropriately  
 +/ Regulates social interactions attempt not always appropriately regulated

Comments:

Client's Name: \_\_\_\_\_

ACC#: \_\_\_\_\_

## Speech Production

## Articulation Errors

See attached evaluation

See below

~~Jacob's speech will become unintelligible due to rapid speech. He is 95-95% intelligible in most situations~~

## Phonological Process

Reduplication (da da for doggy)

Constant harmony (bip for big)

Velar fronting (tup for cup)

Stopping of /f/, /s/, /v/, or /z/

Final constant deletion (he for hat)

Weak syllable deletion (bu for butter)

Cluster simplification (tova for stove)

Liquid simplification (wabbit for rabbit)

Final consonant devoicing (pet for bed)

other \_\_\_\_\_

Stimulability: \_\_\_\_\_ Good

\_\_\_\_\_ Fair

\_\_\_\_\_ Poor

## Intelligibility of conversational speech

To family members or known contexts:

✓ Good

\_\_\_\_\_ Fair

\_\_\_\_\_ Poor

To "strangers" or in unknown contexts:

✓ Good

\_\_\_\_\_ Fair

\_\_\_\_\_ Poor

Comments: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Leah West SUPCC 10-9-02  
 Therapist Date

I have received a copy of this report. Its contents have been discussed with me. I do do not give permission to the Achievement Centers for Children to share this report with the referring physician and other professionals listed above.

Leah West 1-8-03  
 Parent/Caregiver Signature Date

\_\_\_\_\_  
 Legal Guardian signature (if different) Date

Parent/Guardian Comments (optional) \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Jacob

AREA I: IMITATION

Sept 2002 Jan 2003 May 2003

	Initial Eval	mid-Year	end of Year
<b>A. Imitates Actions/ Actions with Objects</b>			
1. Responds to imitation of own actions	✓	Emerg	
2. Imitates rhythmic motor movements with familiar songs	Emerg	Emerg	
3. Imitates simple motor movements when modeled by the teacher	Emerg	Emerg	
4. Imitates 2 and 3 step movements	NO	NO	
5. Imitates peers in group incidentally	yes	yes	
6. Imitates meaningful actions with common objects when modeled by teacher	Emerg	yes	
7. Imitates meaningful actions with objects using a doll or puppet	yes	yes	
8. Imitates novel actions with objects when modeled by teacher	yes	yes	
<b>B. Imitates Sounds and Words</b>			
1. Responds to imitation of own sounds	yes	yes	
2. Imitates sounds with rhythmic actions	yes	yes	
3. Imitates sounds modeled by teacher	yes	yes	
4. Imitates single words	yes	yes	
5. Imitates 2 and 3 word phrases and/or number sequences	yes	yes	
6. Imitates 4+ word phrases/ sentence and/or number sequences	yes	yes	
7. Imitates peer language	yes	yes	



### AREA III: LANGUAGE AND COMMUNICATION

	Initial Eval	mid Year	end of Year
A. Receptive Language			
1. Understands objects represent activities/ areas	yes	yes	
2. Understands pictures represent activities/ areas	yes	yes	
3. Responds to name being called	yes	yes	
4. Responds to simple gestures			
a. outstretched hand			
b. gesture to "come here"			
c. point to indicate "put it here"	yes	yes	
5. Understands and responds to "no"	yes	yes	
6. Understands and responds to 10 words	yes	yes	
7. Follows simple 1-step directions (action + object) and (action + location)	yes	yes	
8. Responds to "first-then" directions	yes	yes	
7. Follows more complex 1-step directions (put it on, put it under, give this and that, etc.)	yes	yes	
10. Follows 2-step directions	yes	yes	
11. Follows directions given to the group	Emerg	Emerg	
12. Receptively identifies common objects	yes	yes	
13. Receptively identifies pictures of common objects	yes	yes	
14. Touches facial features on request (eyes, ears, nose, mouth)	yes	yes	
15. Touches body parts on request (feet, hair, teeth, hands, head, legs, arms, fingers, toes, stomach, chest, back, knee, elbow, shoulders, ankles, chin, tongue, thumb, fingernails)	yes/most	yes/most	
16. Identifies a variety of objects or pictures representing (see accompanying lists) -nouns -verbs -categories	Emerg	Emerg	
17. Understands language concepts/ attributes (see accompanying list)	Emerg	Emerg	

	Initial Eval	mid Year	end of Year
<b>B. Expressive Language</b>			
1. Indicates desire for routines to continue	✓	yes	
2. Refuses object/ activity by pushing away	✓	yes	
3. Guides adult hand toward object to request	✓	yes	
4. Requests activity by handing object	✓	yes	
5. Requests activity by handing picture	✓	yes	
6. Indicates choice by handing object	✓	yes	
7. Indicates choice by handing label/ picture	✓	yes	
8. Makes verbal requests/ refusals	✓	yes	
9. Indicates wants and needs	✓	yes	
10. Seeks attention	✓	yes	
11. Makes verbal greetings and farewells	✓	yes	
12. Uses social "niceties"	✓	yes	
13. Comments about everyday activities	✓	yes	
14. Relates past events/ future occurrences	✓	yes	
15. Takes turns in conversation	✓	yes	
16. Uses up to 10 words	✓	yes	
17. Uses 10 to 100 words	✓	yes	
18. Uses over 100 words	✓	yes	
19. Speaks mostly in 2- 3 word phrases	✓	yes	
20. Speaks mostly in 3-5 word phrases	✓	yes	
21. Speaks mostly in sentences	✓	yes	
22. Labels common objects	✓	yes	
23. Labels pictures of common objects	✓	yes	
24. Labels facial features ( eyes, ears, nose, mouth)	✓	yes	
25. Expressively identifies body parts (feet, hair, teeth, hands, head, legs, arms, finger, thumb, toes, neck, stomach, chest, back, ankles, chin, fingernails, heels, elbows, shoulders, knee).	✓	most yes/mist	
26. Uses vocabulary from range of semantic categories and language concepts (see accompanying lists)	✓		
27. States first name	✓		
28. States whole name, age, gender	✓	name age gender	
29. States family information (names, address, etc.)	✓	yes	
30. Gives message to another person	✓	yes	
31. Answers "yes/no" questions	✓	yes	
32. Answers "who" and "what" questions	✓	yes	
33. Answers "where" and "what doing" questions	✓	yes	
34. Asks simple questions	✓	yes	
35. Asks / answers "why" and "how" questions	✓	yes	

# REVISED

## Evaluating Acquired Skills in Communication (EASIC)

by Anita Marcott Riley, M.A., CCC-SLP

Skills Profile:

**Expressive Level II**

(Expression by verbalization, sign, or alternate or augmentative communication system)

Student Jacob Winkelman School Center \_\_\_\_\_

Teacher \_\_\_\_\_ Examiner \_\_\_\_\_

Communication System \_\_\_\_\_

Dates

8	6	2			
---	---	---	--	--	--

Key: ☒ Skill accomplished

☐ Skill emerging

☐ Skill not yet developed

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Labels: Nouns and Pronouns

- Expressing noun labels for objects and people in pictures (24-36 mo)
- Expressing noun labels for objects needed for routine tasks (36-48 mo)
- Expressing personal pronouns (*he, she, they*) (36-48 mo)
- Expressing possessive pronouns (*my, mine, your/yours*) (36-48 mo)
- Expressing possessive pronouns (*his, hers, theirs*) (48-60 mo)

7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Verbs

- Expressing the function of objects (32-42 mo)
- Expressing verbs in pictures (36-48 mo)
- Expressing a verb in response to a "what-when" question (48-60 mo)
- Expressing present, past, and future tense of verbs (36-60+ mo)

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

### Affirmation and Negation

- Expressing affirmation and negation of an object (15-36 mo)

7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Locations and Prepositions

- Expressing locations and prepositions involving objects (36-60 mo)
- Expressing locations and prepositions involving objects in pictures (36-60 mo)

7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

### Plurals

- Expressing plurals (48-60 mo)

# REVISED

## Evaluating Acquired Skills in Communication (EASIC)

by Anita Marcott Riley, MA, CCC-SLP

Skills Profile:

**Receptive Level I**

(Response by pointing or following a directive)

Student Jacob Winkelman School Center \_\_\_\_\_

Teacher \_\_\_\_\_ Examiner \_\_\_\_\_

Communication System \_\_\_\_\_

Dates

9/14				
------	--	--	--	--

Key: ☒ Skill accomplished

☒ Skill emerging

☐ Skill not yet developed

### Noun Labels and Object Identification

1. Identifying common objects by noun labels (12-18 mo)
2. Identifying familiar people by noun agents (12-24 mo)
3. Identifying body parts by noun labels (18-24 mo)

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Commands

4. Responding to simple directional commands involving objects (15-24 mo)
5. Responding to commands involving body parts (18-24 mo)
6. Responding to commands involving two objects (24-36 mo)

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Matching


7. Matching objects to pictures (24-30 mo)
8. Matching identical pictures (24-30 mo)

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Noun Labels and Picture Identification

9. Identifying pictures of common objects by noun labels (24-36 mo)
10. Identifying pictures of familiar people by noun agents (18-24 mo)
11. Identifying pictures of clothing by noun labels (24-36 mo)

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication   
Skill Builders®

a division of  
The Psychological Corporation  
555 Academic Court  
San Antonio, Texas 78204-2498  
1-800-228-0752

0761680825

# REVISED

## Evaluating Acquired Skills in Communication (EASIC)

by Anita Marcott Riley, M.A., CCC-SLP

V.P. - verbal prompt

Skills Profile:

### Expressive Level I

(Expression by verbalization, sign, or alternate or augmentative communication system)

Student Tech Winkelman School Center \_\_\_\_\_

Teacher \_\_\_\_\_ Examiner \_\_\_\_\_

Communication System \_\_\_\_\_

Dates

9/6/2				
-------	--	--	--	--

Key: ☒ Skill accomplished

☒ Skill emerging

☐ Skill not yet developed

#### Noun Labels

- Expressing basic wants and needs (0-36 mo)
- Expressing noun labels for common objects (18-32 mo)
- Expressing noun labels for body parts (24-32 mo) *knows many*
- Expressing noun labels for objects, people, and clothing in pictures (24-36 mo) *Inconsistent naming people*
- Expressing a noun agent to acquire adult attention (15-24 mo) *2 y D*
- Expressing a noun agent label in response to a "who" question (36-48 mo)
- Expressing a noun label in response to a "what" question (36-48 mo)
- Naming items within a category (36-48 mo)

#### Actions and Verbs

- Naming functions of objects (32-36 mo)
- Naming functions of objects in pictures (32-36 mo)
- Naming actions (verbs) (24-42 mo)
- Naming actions (verbs) in pictures (24-42 mo)

#### Nonexistence, Affirmation, and Negation

- Expressing nonexistence (24-36 mo)
- Expressing affirmation and rejection (15-36 mo)

# REVISED

## Evaluating Acquired Skills in Communication (EASIC)

by Anita Marcott Riley, M.A., CCC-SLP

Skills Profile:

**Receptive Level II**

(Response by pointing or following a directive)

Student Jacob Winckelman School Center \_\_\_\_\_

Teacher \_\_\_\_\_ Examiner \_\_\_\_\_

Communication System \_\_\_\_\_

Dates

9/62				
------	--	--	--	--

Key: ☒ Skill accomplished

☐ Skill emerging

☐ Skill not yet developed

### Labels: Nouns and Pronouns

1. Identifying pictures by noun labels (30-36 mo)
2. Recognizing pictures of objects needed for routine tasks (32-36 mo)
3. Comprehending personal pronouns (*he, she, they*) (32-48 mo)
4. Comprehending possessive pronouns (*my, your*) (24-48 mo)
5. Comprehending possessive pronouns (*his, hers, theirs*) (42-60 mo)

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
? <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Verbs and Action Commands

6. Identifying pictures of complex actions by indicating verbs (32-48 mo)
7. Responding to commands involving two unrelated actions (30-36 mo)
8. Identifying present, past, and future tense actions (verbs) in pictures (36-60+ mo)

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
? <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
? <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comprehension of Three-Word Phrases

9. Comprehending three-word phrases involving noun agent + action + object (32-48 mo)

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

### Affirmation and Negation

10. Comprehending affirmation (*is*) and negation (*is not*) (32-48 mo)

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

### Prepositional Location Commands

11. Responding to prepositional location commands involving objects (36-60 mo)
12. Identifying spatial relations and prepositions in pictures (36-60 mo)

? <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
? <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication  
Skills Builders

Division of The Psychological Corporation  
Academic Court, San Antonio, Texas 78204-2458

Copyright © 1981 Communication Skills Builders, a division of The Psychological Corporation. All rights reserved.

0761660845

# Pre-Language Developmental Age Chart

STUDENT		SCHOOL CENTER				
TEACHER		EXAMINER				
INVENTORY ITEM #		SKILL AREA	AGE RANGE	NOT YET	EMERGING	CAN DO
3	Establishing and following a line of visual regard	0-3 mo.				
1	Responding to environmental sound	0-6 mo.				
4	Responding to visual stimulation (focusing and tracking)	0-6 mo.				
5	Returning, maintaining, and establishing appropriate eye contact	0-6 mo.				
6	Responding to visual stimulation (regard, reaching, and grasping)	0-6 mo.				
7	Comprehending object permanence	4-10 mo.				
2	Responding to human voice	0-12 mo.				
10	Acquiring adult attention	0-12 mo.				
18	Using nonverbal greetings	9-12 mo.				
11	Using an adult to attain a desired object or action	9-12 mo.				
25	Turn-taking	9-12 mo.				
8	Comprehending the function of common objects	10-12 mo.				
16	Rejecting and affirming objects	6-15 mo.				
23	Expressing desire for recurrence of object or action nonverbally	7-18 mo.				
22	Communicating wants and needs nonverbally	7-20 mo.				
17	Understanding negation	9-20 mo.				
14	Imitating motor acts involving the use of body parts	11-15 mo.				
19	Responding to a verbal command with gestures	12-15 mo.				
21	Indicating choices	12-18 mo.				
20	Responding to a command with gestures involving an object	15-18 mo.				
9	Using an object as a tool to attain a desired item	18-19 mo.				
12	Manipulating an object or toy to achieve a desired outcome	12-20 mo.				
13	Imitating motor acts involving the use of objects	18-20 mo.				
26	Appropriate and symbolic play	12-24 mo.				
15	Matching identical objects	18-24 mo.				
24	Maintaining and establishing appropriate physical proximity	(No data available)				
27	Functions of nonverbal communication	(See each sub-item)				

# Receptive Level I

## Developmental Age Chart

STUDENT			SCHOOL CENTER		
TEACHER			EXAMINER		
INVENTORY ITEM #	SKILL AREA	AGE RANGE	NOT YET	EMERGING	CAN DO
1	Identifying common objects by noun labels	12-18 mo.			✓
2	Identifying familiar people by noun agents	12-24 mo.			✓
4	Responding to simple directional commands involving objects	15-24 mo.			✓
3	Identifying body parts by noun labels	18-24 mo.			✓
5	Responding to commands involving body parts	18-24 mo.			✓
10	Identifying pictures of familiar people by noun agents	18-24 mo.			✓
7	Matching objects to pictures	24-30 mo.			✓
8	Matching identical pictures	24-30 mo.			✓
12	Identifying an object by its function	24-30 mo.			✓
13	Identifying a picture of an object by its function	24-30 mo.			✓
17	Responding to location commands involving objects	24-30 mo.			✓
19	Categorizing objects	27-32 mo.			✓
6	Responding to commands involving two objects	24-36 mo.		✓	
9	Identifying pictures of common objects by noun labels	24-36 mo.			✓
11	Identifying pictures of clothing by noun labels	24-36 mo.			✓
16	Responding to two-word phrases (noun agent + action) involving pictures	24-36 mo.	✓	✓	✓
20	Categorizing pictures	27-36 mo.	✓	✓	
14	Responding to action commands	32-36 mo.		✓	
15	Responding to action pictures by indicating verbs	32-36 mo.			✓
21	Comprehending size adjectives and attributes (big and little)	32-36 mo.	✓		
18	Responding to prepositional location commands involving objects	32-40 mo.	✓		
24	Responding to "who" questions	36-42 mo.		✓	
25	Responding to "what" questions	36-42 mo.		✓	
26	Responding to "where" questions	36-48 mo.		✓	
27	Responding to varied questions	36-48 mo.		✓	
22	Comprehending color adjectives and attributes	36-48 mo.		✓	
23	Comprehending number adjectives and attributes	36-54 mo.		✓	



# Expressive Level I

## Developmental Age Chart

STUDENT			SCHOOL CENTER		
TEACHER			EXAMINER		
INVENTORY ITEM #	SKILL AREA	AGE RANGE	NOT YET	EMERGING	CAN DO
29	Returning, maintaining, and establishing appropriate eye contact	0-12 mo.			
1	Expressing basic wants and needs	0-36 mo.			✓
27	Expressing greetings and polite social forms	12-42 mo.			✓
5	Expressing a noun agent to acquire adult attention	15-24 mo.			✓
14	Expressing affirmation and rejection	15-36 mo.			✓
22	Expressing two-word phrases involving action-producing objects	18-32 mo.			✓
2	Expressing noun labels for common objects	18-32 mo.			✓
16	Expressing desire for recurrence of an object or action	18-32 mo.			✓
3	Expressing noun labels for body parts	24-32 mo.			✓
4	Expressing noun labels for objects, people, and clothing in pictures	24-36 mo.			✓
23	Expressing two-word phrases involving pictures	24-36 mo.			✓
13	Expressing nonexistence	24-36 mo.			✓
15	Identifying noun locations involving objects	24-36 mo.			✓
11	Naming actions	24-42 mo.			✓
12	Naming actions (verbs) in pictures	24-42 mo.			✓
17	Expressing locations and prepositions involving objects	24-48 mo.			✓
26	Asking questions	24-72 mo.			✓
28	Expressing information about self	24-72 mo.			✓
9	Naming functions of objects	32-36 mo.			✓
10	Naming functions of objects in pictures	32-36 mo.		✓	
19	Expressing size adjectives and attributes	32-36 mo.		✓	
24	Expressing two-word phrases involving an adjective or attribute + object	32-48 mo.		✓	
6	Expressing a noun agent label in response to a "who" question	36-48 mo.			✓
7	Expressing a noun label in response to a "what" question	36-48 mo.			✓
8	Naming items within a category	36-48 mo.			✓
16	Expressing a noun location in response to a "where" question	36-48 mo.		✓	
25	Answering varied questions	36-48 mo.			✓
31	Communicative turn-taking	36-48 mo.		✓	
32	Maintaining a topic and initiating a conversation	36-48 mo.		✓	
20	Expressing color adjectives and attributes	36-54 mo.		✓	
21	Expressing specific quantity	36-60 mo.		✓	✓
30	Maintaining and establishing appropriate physical proximity	(No data available)		✓	
33	Functions of expressive communication	(See each sub-item)			

# Receptive Level II

## Developmental Age Chart

STUDENT			SCHOOL CENTER		
TEACHER			EXAMINER		
INVENTORY ITEM #	SKILL AREA	AGE RANGE	NOT YET	EMERGING	CAN DO
4	Comprehending possessive pronouns (my, your)	24-48 mo.			
16	Identifying category in pictures	27-36 mo.			
20	Picture association	27-36 mo.			
1	Identifying pictures by noun labels	30-35 mo.			
7	Responding to commands involving two unrelated actions	30-36 mo.			
2	Recognizing pictures of objects needed for routine tasks	32-62 mo.			
3	Comprehending personal pronouns (he, she, they)	32-48 mo.			
6	Identifying pictures of complex actions by indicating verbs	32-48 mo.			
9	Comprehending three-word phrases involving noun agent + action + object	32-48 mo.			
10	Comprehending affirmation (is) and negation (is not)	32-48 mo.			
14	Identifying opposite attributes	32-60 mo.			
16	Identifying comparatives and superlatives	32-60 mo.			
19	Classifying complex units in pictures	32-60 mo.			
11	Responding to prepositional location commands involving objects	36-60 mo.			
12	Identifying spatial relations and prepositions in pictures	36-60 mo.			
15	Identifying same and different attributes	36-60 mo.			
8	Identifying present, past, and future tense actions (verbs) in pictures	36-60+ mo.			
24	Responding to varied questions	36-60+ mo.			
5	Comprehending possessive pronouns (his, hers, theirs)	42-60 mo.			
13	Identifying singular and plural nouns	42-60 mo.			
21	Responding to "when-what" questions requiring a noun answer	48-60 mo.			
22	Responding to "when" questions	48-60 mo.			
17	Recognizing color labels	48-72 mo.			
23	Responding to "how" questions	48-72 mo.			

# Expressive Level II

## Developmental Age Chart

STUDENT		SCHOOL CENTER			
TEACHER		EXAMINER			
INVENTORY ITEM #	SKILL AREA	AGE RANGE	NOT YET	EMERGING	CAN DO
10	Expressing affirmation and negation of an object	15-36 mo.			
1	Expressing noun labels for objects and people in pictures	24-36 mo.			✓
17	Expressing three-word phrases involving pictures	24-48 mo.			✓
27	Asking questions	24-72 mo.			✓
6	Expressing the function of objects	32-42 mo.			✓
3	Expressing personal pronouns (he, she, they)	36-48 mo.			✓
7	Expressing verbs in pictures	36-48 mo.			✓
2	Expressing noun labels for objects needed for routine tasks	36-48 mo.			✓
4	Expressing possessive pronouns (my, mine, your/yours)	36-48 mo.	✓		✓
14	Expressing noun labels for categories in pictures	36-48 mo.			✓
18	Expressing a noun agent in response to a "who" question	36-54 mo.			✓
28	Communicative turn-taking	36-54 mo.		✓	
11	Expressing locations and prepositions involving objects	36-60 mo.		✓	
12	Expressing locations and prepositions involving pictures	36-60 mo.		✓	
15	Expressing quality adjectives and attributes in pictures	36-60 mo.		✓	
9	Expressing present, past, and future tense of verbs	36-60+ mo.	✓		
29	Maintaining a topic, repairing communication, and initiating conversation	36-60+ mo.		✓	
26	Answering varied questions	36-72 mo.			✓
23	Answering "why" questions	42-60 mo.		✓	
5	Expressing possessive pronouns (his, hers, theirs)	48-60 mo.	✓		
6	Expressing a verb in response to a "what-when" question	48-60 mo.			
13	Expressing plurals	48-60 mo.	✓		
16	Expressing comparatives and superlatives	48-60 mo.	✓		
19	Expressing a noun in response to a "when-what" question	48-60 mo.	✓		
20	Expressing a noun location in response to a "where" question	48-60 mo.		✓	
24	Answering "what-if" questions	48-60 mo.	✓		
21	Answering "when" questions	48-72 mo.	✓		
22	Answering "how" questions	48-72 mo.	✓		
25	Answering "if-what" questions	48-72 mo.	✓		
30	Connected language analysis of sequenced picture story	(Data not applicable)	✓		
31	Connected language analysis of spontaneous and elicited utterances	(Data not applicable)			
32	Functions of expressive communication	(See each sub-item)			

# P T S - 3

## PRESCHOOL LANGUAGE SCALE-3

Name Jacob Linkowski  
Age 5;4 Gender F M School Public  
Teacher Miss J

Year	Month	Day
2009	18	08
1997	4	13
Chronological Age	5	

- Attribution Screenshot Raw Score
- ☐ Indicates performance typical of age-peers
  - ☐ may indicate need for further evaluation
  - ☐ strongly indicates need for further evaluation
- Language Sample Checklist
- ☐ references information obtained on PLS-3
  - ☐ differs greatly from information obtained on PLS-3
  - ☐ references information obtained on PLS-3
  - ☐ differs greatly from information obtained on PLS-3
- Family Information and Suggestions

Other test scores/relevant data

RAW SCORE CALCULATION				NORMATERMINED SCORES			
Auditory Comprehension	44	Standard Score (150)	70	SS Confidence Interval (1.96 SD)	2	Percentile Rank (PR)	0
Expressive Communication	32	Standard Score (150)	50	SS Confidence Interval (1.96 SD)	0	Percentile Rank (PR)	0
Total Language Score	76	Standard Score (150)	60	SS Confidence Interval (1.96 SD)	0	Percentile Rank (PR)	0

Standard Score	AC Score	EC Score	Total Score
150	70	50	120
140	65	45	110
130	60	40	100
120	55	35	90
110	50	30	80
100	45	25	70
90	40	20	60
80	35	15	50
70	30	10	40
60	25	5	30
50	20	0	20
40	15	0	10
30	10	0	0

©1978, 1979, 1980 by The Psychological Corporation  
All rights reserved. ©1981 by The Psychological Corporation  
Printed in the United States of America

Children over 3 years, 11 months.  
 To score: Mark "✓" (correct response) or "✗" (no response) in the blanks. Pass criteria for numbered tasks are shown in parentheses below the last stimulus. Mark "1" in the box if the pass criterion is met; mark "0" if the pass criterion is not met.  
 Mark: Three consecutive "1" scores prior to the first "0" score.  
 Cellings: Five consecutive "0" scores.

Note: Items with an asterisk (\*) can be scored as a "1" if you observe the child performing the behavior spontaneously.

### Auditory Comprehension

0-6 to 0-5 (Birth to 5 months)

### Expressive Communication

1. \*Looks intently at a speaker (Pass: Watches & x speaker's face during play)
2. Reacts to the sound of cellophane materials: Cellophane wrapper keeps the cellophane out of the child's reach. (Pass: Reacts to the sound of cellophane)
3. \*Turns head to locate source of sound (Pass: Turns head to locate any sound)
4. \*Discriminates one sound from another (Materials: Cellophane, Key) (Pass: After getting used to and ignoring the cellophane, reacts to the key)

0-6 to 0-11 (6 to 11 months)

1. \*Vocalizes a variety of pleasure and displeasure sounds: Pleasure: laughs, giggles, squeals, chuckles, other: screams, "tucks" (Pass: Vocalizes a minimum of two pleasure or displeasure sounds)
2. \*Vocalizes when talked to ("vocal contagion") (Pass: Responds to speech by vocalizing)
3. \*Laughs (Materials: Teddy bear) (Pass: Laughing or playing with the child. (Pass: Smiles and makes any sound showing pleasure) (Pass: Smiles or babbles)
4. \*Turns head to solitary vocal play (Pass: Coos or babbles)

5. \*Anticipates an event or a signal (Materials: Teddy bear) (Pass: Four times: "The bear's going to kiss the baby!" Move the bear towards the child. "Kiss the baby!" (Pass: Anticipates the bear's movement)
6. \*Follows line of regard (Joint attention) (Materials: Teddy bear) (Pass: Drop the bear off the edge. "Uh-oh! Look over the edge. The bear's over there!" (Pass: Follows your gaze when you look away from where the bear disappeared)
7. \*Responds to "no-no" (Materials: Ball) (Pass: Withdraws or pauses before reaching for ball when you say "no-no") (Pass: Observe the child's response to "no-no" if the child's caregiver instructs to tell the child "no-no" appropriately during testing)
8. \*Understands a specific word or phrase (other than "no") (Pass: Responds on a specific word or phrase)

3. \*Combines sounds to form syllables (Pass: Produces two different sound combinations) (Pass: Examples below)
4. \*Approximates sounds made by another person (Pass: Vocalizes similar sounds when you or caregiver coos to him/her)
7. \*Communicates nonverbally, using gestures or pushing and pulling behaviors (Pass: Spontaneously gestures without a model from you or the caregiver; pushes or pulls to move to communicate a message)
8. \*Produces at least four different consonant-like sounds (Pass: Produces four or more different consonant-like sounds)

7. \*Maintains attention for two minutes. —  
Materials: Toys or books.  
(Pass: Plays with you, a toy, or a book for two or more minutes)
10. Follows simple directions with cues  
Materials: Ball, box, keys  
a. Place the keys near the child. "Give me the keys."  
b. Place the box near the table. Hand the ball to the child. "Put the ball in the box."  
c. Roll the ball to the child. Open hold out your hands. "Throw the ball."  
(Pass: Two correct)
11. Identifies familiar objects  
Materials: Spoon, cup, sock, ball  
a. Give me the \_\_\_\_\_. b. sock \_\_\_\_\_ c. spoon \_\_\_\_\_  
(Pass: Consistently identifies one object)
12. Identifies pictures  
Materials: Picture Manual, p. 1  
a. See the pictures? Where is the \_\_\_\_? b. dog \_\_\_\_\_  
c. baby \_\_\_\_\_  
(Pass: Consistently points to one picture)
13. Follows simple directions without gestural cues  
Materials: Block, box  
a. "Put the block on the table." \_\_\_\_\_  
b. "Put the block in the box." \_\_\_\_\_  
c. "Give the block to me." \_\_\_\_\_  
(Pass: Two correct)
14. Identifies pictures  
Materials: Picture Manual, p. 2  
a. Show me the \_\_\_\_\_. b. shoe \_\_\_\_\_ c. spoon \_\_\_\_\_ d. cup \_\_\_\_\_  
(Pass: Two correct)
15. Indicates body parts on self  
a. Where is your \_\_\_\_? a. hand \_\_\_\_\_ b. eye \_\_\_\_\_ c. nose \_\_\_\_\_ d. foot \_\_\_\_\_  
c. ear \_\_\_\_\_ e. mouth \_\_\_\_\_ h. tummy \_\_\_\_\_  
(Pass: Four correct)
16. Understands verbs in context  
Materials: Tricky bear, spoon, cup  
a. "The bear is hungry. Give him something to eat."  
b. "The bear is hungry. Give him something to drink."  
c. "The bear wants to sleep. Let the bear go to sleep."  
(Pass: Two correct)

# 1-6 to 1-11 (18 to 23 months)

9. \*Has a vocabulary of at least one word. —  
Sound combination. \_\_\_\_\_  
Word repetition. \_\_\_\_\_  
(Pass: Consistently uses the same sound combination for an object or a person)
10. \*Initiates a game or social routine. —  
Describe what the child does: \_\_\_\_\_  
(Pass: Initiates play with examiner or caregiver)
11. \*Varies the sounds produced in syllable strings. —  
Write examples below: \_\_\_\_\_  
(Pass: Produces three to four syllables in one breath, varying the sounds produced within the sequence)
12. \*Initiates a word. —  
Can you say \_\_\_\_?  
a. Circle the words the child imitates: \_\_\_\_\_  
b. ball \_\_\_\_\_  
c. bye-bye \_\_\_\_\_  
d. doggie \_\_\_\_\_  
e. cookie \_\_\_\_\_  
f. other: \_\_\_\_\_  
(Pass: Initiates one word)
13. \*Has a vocabulary of at least 10 words. —  
Write the words: \_\_\_\_\_  
(Pass: Spontaneously says at least 10 different words)
14. Names objects  
Materials: Sock, ball, block, cup  
a. What is this? a. ball \_\_\_\_\_ b. sock \_\_\_\_\_ c. cup \_\_\_\_\_ d. block \_\_\_\_\_  
(Pass: Two correct)
15. \*Produces a succession of single word utterances. —  
(Pass: Says a two- or three-word series to talk about an event, with a one- to two-word utterance in between)  
Describe this task and task 18. \_\_\_\_\_
16. \*Uses one pronoun. —  
Point to the child's shoe. "Is this my shoe?" \_\_\_\_\_  
(Pass: Uses "you," "me," or "mine" spontaneously in response to the question presented)



## Auditory Comprehension

## Expressive Communication

17. Understands spatial concepts  
Materials: Shoe box, seven blocks  
Arrange the blocks around the box: two in front, two beside, and two in the box.  
Turn the box upside down. Place two blocks on it, two in front, and two beside it.  
Place two blocks in the box and two blocks beside the box.  
c. "Take the blocks out of the box."  
(Pass: Two correct)
18. \*Uses a question inflection  
(Pass: Asks a question using a rising intonation pattern or a two-word question form)  
\*Combines three or four words in spontaneous speech  
Write examples: \_\_\_\_\_
19. Understands several pronouns  
Materials: Teddy bear, three cups, three spoons  
"We're having a picnic. Everyone gets a cup. You take a cup."  
"Now give one to me."  
c. "You take a spoon. Now give a spoon to me."  
f. "Where's my spoon?"  
pretend to eat, then say, "picnic's over! Let's put everything away!"  
(Pass: Four correct)
20. \*Uses plurals  
Materials: Picture Manual, p. 32  
"What are these?"  
a. rocks \_\_\_\_\_  
b. blocks \_\_\_\_\_  
c. shoes \_\_\_\_\_  
(Pass: One correct)
21. Understands use of objects  
Materials: Picture Manual, p. 4  
"Show me what \_\_\_\_\_"  
a. you can ride \_\_\_\_\_  
c. you use to fix your hair \_\_\_\_\_  
d. we use to eat paper \_\_\_\_\_  
(Pass: Two correct)
22. Understands descriptive concepts  
Materials: Picture Manual, pp. 3-7  
"Which one is \_\_\_\_\_?"  
a. big \_\_\_\_\_  
b. wet \_\_\_\_\_  
c. little \_\_\_\_\_  
(Pass: Two correct)
23. Understands part/whole relationships  
Materials: Picture Manual, p. 8  
"Show me the \_\_\_\_\_"  
a. door of the car \_\_\_\_\_  
b. nose of the cow \_\_\_\_\_  
c. tail of the horse \_\_\_\_\_  
d. wheels of the train \_\_\_\_\_  
(Pass: Three correct)
24. Understands pronouns  
Materials: Picture Manual, pp. 9-11  
"Give me \_\_\_\_\_"  
a. They are playing. \_\_\_\_\_  
b. She is on the stairs. \_\_\_\_\_  
c. He is in the pool. \_\_\_\_\_  
(Pass: Two correct)
25. \*Produces basic sentences  
"Tell me about your pet." or "Tell me about your toy/shoe/body."  
(Pass: Uses two or more total - 50 five-word sentences to answer)
26. \*Uses possessives  
Materials: Picture Manual, p. 13  
a. "This is the boy's cat. Whose cat is this?"  
b. "This is the dog's food. Whose food is this?"  
(Pass: One correct; uses a possessive pronoun or the possessive 's correctly)

2-6 to 2-11 (30 to 35 months)

21.

22.

23.

24.

25.

26.

17.

18.

19.

20.



# Auditory Comprehension

Understands descriptive concepts  
Materials: Picture Manual, pp. 12-14

"Show me the ..."  
a. one that is heavy  
b. one that is empty  
c. ones that are the same  
(Pass: Two correct)

Group objects

Materials: Picture Manual, p. 13

"Show me all the ..."  
a. things two cat  
b. animals  
c. toys  
(Pass: Two correct)

Understands negatives (not + location and not + verb)  
Materials: Picture Manual, pp. 16-17

"Which toy is not in the box?"  
a. which is not a cat  
b. who is not a cat  
(Pass: Two correct)

Identifies colors

Materials: Picture Manual, p. 18  
"Show me ..."  
a. red  
b. orange  
c. yellow  
d. purple  
e. green  
f. blue  
(Pass: Four correct)

2. Compares objects

Materials: Picture Manual, p. 19  
"Which one is heavier, a ... or a ...?"  
a. boot, shoe  
b. heel, chair  
c. lock, leaf  
d. car, dump truck  
(Pass: Three correct)

3. Makes inferences

Materials: Picture Manual, pp. 20-21  
a. "Charlie played outside and got his shoes all wet."  
b. "What was it like outside?"  
c. "Andrea scraped her knees and elbows. How do you think Auntie got hurt?"  
d. "Andrea came home from school. She was very hungry."  
e. "What do you think she did first?"  
f. "Bobby's dog was very dirty. What should Bobby do?"  
(Pass: Three correct)

31. Identifies pictures

Materials: Picture Manual, pp. 24-27  
"Show me the ..."  
a. caterpillar  
b. doctor  
c. crocodile  
d. triangle  
e. knife  
f. clown  
g. eye  
h. head  
i. elbow  
j. eyebrow  
(Pass: Three correct)

32. Indicates body parts on self

# Expressive Communication

Tells how an object is used  
Materials: Picture Manual, p. 12-14

"Tell me what you do with a ..."  
a. spoon  
b. towel  
c. coat  
(Pass: Two correct)

Answers questions logically

"What do you do when ...?"  
a. you're sleepy  
b. your hands are dirty  
c. you're cold  
(Pass: Two correct)

Uses several pronouns spontaneously

Materials: Picture Manual, p. 18  
"I, he, she, we, and they in spontaneous conversation"  
(Pass: Uses any three pronouns listed)

Tells about remote events

"What do you do when you've lost something?"  
a. "What do you do before you cross the street?"  
b. "What do you do before you go to bed?"  
(Pass: One correct)

29. Completes analogies

Say, "Finish this for me."  
a. "A ladybug is little. An elephant is ..."  
b. "Ice cream is cold. The sun is ..."  
c. "You're awake during the day. You sleep at ..."  
(Pass: Two correct)

30. Represents recollections

"Say what I say."  
a. "We saw Jim playing his bike."  
b. "We can go to the park when cartoons are over."  
c. "I like to play basketball with my friends."  
(Pass: One correct)

31. Uses exclamation

Materials: Picture Manual, p. 36  
"Here Danny is telling me the lights. What is Danny saying here?"  
a. "I can turn on the lights."  
b. "I can turn off the lights."  
(Pass: One correct)

Answers when questions

"When do you get breakfast?"  
a. "When do you get breakfast?"  
b. "When does it get dark outside?"  
(Pass: One correct)

32. Indicates body parts on self

(A)



## Auditory Comprehension

33. Understands spatial concepts  
Materials: block, teddy bear  
Place the block on the table. "Put the block ... the bear."  
a. under \_\_\_\_\_ b. in back of \_\_\_\_\_ c. next to \_\_\_\_\_ d. in front of \_\_\_\_\_  
(Pass: Three correct)
34. Compares animals  
Materials: *Picture Manual*, p. 28  
"Which one has \_\_\_\_\_"  
a. the longest nose \_\_\_\_\_ b. a long, thin tail \_\_\_\_\_ c. a bushy tail \_\_\_\_\_ d. pointed ears \_\_\_\_\_  
(Pass: Two correct)
35. Understands complex directions  
Materials: *Picture Manual*, p. 29  
a. "Point to a kitchen that is not black."  
b. "Point to the white kitchen that is sleeping."  
c. "Point to the small black kitchen in the box."  
d. "Point to the kitchen with black cans and a white face."  
(Pass: Three correct)
36. Identifies pictures  
Materials: *Picture Manual*, pp. 30-32  
a. picture \_\_\_\_\_ b. wheelchair \_\_\_\_\_ c. stamp \_\_\_\_\_  
d. signature \_\_\_\_\_  
(Pass: Two correct)
37. Understands descriptive concepts  
Materials: *Picture Manual*, pp. 33-35  
a. "See the chairway point to the one that is long."  
b. "Look at their hair, whose hair is curly?"  
c. "See the children point to the one who is short."  
(Pass: Two correct)
38. Understands time concepts  
Materials: *Picture Manual*, p. 36  
a. "Which pictures show night?"  
b. "Which pictures show day?"  
(Pass: Two correct)
39. Understands quantity concepts  
Materials: *Picture Manual*, pp. 37-38  
a. "Count the fish, which aquarium has three fish?"  
b. "Count the strawberries on the plate, which plate has five?"  
(Pass: Two correct)
40. Understands passive voice sentences  
Materials: *Picture Manual*, pp. 39-40  
a. "The grandfather was kissed by the baby."  
b. "The dog was chased by the goat."  
(Pass: Two correct)

## Expressive Communication

33. Uses prepositions  
Materials: "Tooby box"  
"Tell me where the bear is." Place the bear \_\_\_\_\_  
a. in the chair \_\_\_\_\_ b. behind the back of the chair \_\_\_\_\_  
c. next to the chair \_\_\_\_\_ d. in front of the chair \_\_\_\_\_  
(Pass: Two correct)
34. Uses imperative and regular forms of past tense  
"Say what I say."  
a. "Jesse ran fast and won the race."  
b. "Anne fell and dropped her milk."  
c. "George listened to the radio and danced."  
(Pass: Two correct)
35. Describes a procedure  
a. "Tell me how to make a sandwich."  
b. "Tell me what you do when you get dressed in the morning."  
(Pass: One correct)
36. Names animals  
"Name all the animals you can think of until I tell you to stop."  
Write the responses produced within one minute.  
(Pass: Names at least six animals)
37. Dr. Ines words  
"Tell me what \_\_\_\_\_ is."  
a. fork \_\_\_\_\_ b. spoon \_\_\_\_\_ c. shoe \_\_\_\_\_  
(Pass: Two correct)
38. Repeats sentences  
"Say what I say."  
a. "Bob washed the dishes, then watched TV."  
b. "The boy who has red hair is my neighbor."  
c. "More is smaller than newspaper and Dad is sleeping in the chair."  
(Pass: One correct)
39. Names categories  
Materials: dog, cat, house, pig, goat—these are all animals.  
Tell me what these are."  
a. "Wagon, doll, ball, pencil—these are all \_\_\_\_\_"  
b. "Tall, short, dress, shorts, jeans—these are all \_\_\_\_\_"  
c. "Hammer, pencil, pencil, orange, marshmallow, glass—these are all \_\_\_\_\_"  
(Pass: Two correct)
40. Responds to why questions by giving a reason  
a. "Why do you brush your teeth?"  
b. "Why do you wear shorts?"  
c. "Why do you put it in your drink?"  
(Pass: Two correct)

4-6 to 4-11 (54 to 59 months)

# Auditory Comprehension

## Expressive Communication

41.

Understands noun + two modifying adjectives  
Materials: Picture Manual, p. 41

- a. "Point to the furry white dog."
- b. "Point to the small black dog."

(Pass: Two correct)

41.

Uses adjectives to describe people and objects  
Materials: Picture Manual, p. 57

- a. "Tell me which car is polar to."
- b. "Tell me which girl is polar to."

(Pass: One correct)

42.

Understands quantity concepts  
Materials: Picture Manual, p. 42

- a. "Jack shared half a cookie with his brother."
- b. "Which picture shows half a cookie?"

(Pass: Two correct)

42.

Builds sentences  
"I'm going to make up something about a cat and a mouse. Listen: The cat chases the mouse. Now you make up something about ...."

- a. a girl and flowers
- b. a cow and a farm
- c. a boy and a bicycle

(Pass: Two correct; uses both highlighted words in the sentence)

43.

Understands -er ending as "one who ..."  
Materials: Picture Manual, pp. 43-44

- a. skater
- b. baller

(Pass: Two correct)

43.

Declines words  
"I'm going to ask you what some words mean. What is a ...? Tell me new things about a ..."

- a. banana
- b. telephone
- c. piano

(Pass: Two correct)

44.

Understands infrequent concepts  
Materials: Picture Manual, p. 43

- a. "These pictures show a boy taking a bath."
- b. "What happened last?"

(Pass: Two correct)

44.

Uses words that express quantity  
Materials: Picture Manual, p. 58

- a. "This girl's glass is full. This girl's glass is ..."
- b. "Sam didn't get much of a drink. He got lots of it. Tell me ..."

(Pass: Two correct)

# Auditory Comprehension

45.

45. Adds and subtracts numbers to five  
 a. "If you had three peanuts and lost one, how many would you have?"  
 b. "If you have two crayons and I give you two more, how many do you have?"  
 c. "If you have three pencils and I give you two more pencils, how many will you have?"  
 (Pass: Two correct; shows correct number of fingers or tells answer)

46.

46. Indicates body parts on self  
 a. Show me your ...  
 b. wig  
 c. ankle  
 (Pass: Two correct)

47.

47. Understands time concepts  
 Materials: *Pictur Manual*, p. 46  
 "These pictures show the different times of year. Point to the picture that says ..."  
 a. fall  
 b. summer  
 (Pass: Two correct)

48.

48. Identifies pictures  
 Materials: *Pictur Manual*, pp. 47-50  
 "Show me the ..."  
 a. thermos  
 b. thorns  
 c. compass  
 d. chisel  
 (Pass: Three correct)

45.

45. Uses comparative and superlative forms (-er, -est)  
 "Listen, I want you to finish this sentence for me."  
 a. "A chair is heavier, but a bed is even."  
 b. "A lamp is brighter, but the sun is even."  
 c. "A bike is fast, a car is faster, but a plane is the."  
 d. "A telephone is loud, a car horn is louder, but a ambulance siren is the."  
 (Pass: Three correct; uses -er or -est as a suffix where appropriate)

46.

46. Recalls a story with visual support  
 Materials: *Pictur Manual*, pp. 59-60  
 "This is a story about a girl and her dog, Buddy. Listen to the story. I want you to tell me the story after I'm done."  
 a. "Jenny had a dog named Buddy. Buddy liked to sleep on an old blanket by the door."  
 b. One night it rained and rained. Buddy got soaking wet!  
 c. Jenny talked to her dad. "Dad, Buddy got all wet by the rain. Can you build a doghouse for Buddy?" Dad said, "Sure! And you can help me build it."  
 d. The next day, Jenny and her dad went right to work. Buddy sniffed around. He wondered what was going on.

c. Soon the new doghouse was finished. Jenny painted Buddy's name over the door. She said, "Look, Buddy! How do you like your new home?"

f. Jenny was surprised when Buddy ran off. Jenny said, "Hey Buddy! Where are you going?"

B. Buddy dragged his blanket from the porch and put it inside the house. Then he fixed his blanket just the way he liked it.

h. Now when it rains, Buddy is snug and dry in his new home! Now you tell me the story."

Introduction Sequence Conclusion  
 (Pass: Story has introduction, sequence, and conclusion)

47.

47. Uses -er ending to indicate "one who ..."  
 "A person who teaches is a teacher."  
 a. "A person who sings is a ..."  
 b. "A person who dances is a ..."  
 c. "A person who wins a game is the ..."  
 (Pass: Two correct)

48.

48. Uses singular plural  
 Materials: *Pictur Manual*, p. 61  
 "Point to each picture."  
 a. "This girl lost one tooth. This girl lost two."  
 b. "Here is one mail. Here are two."  
 c. "Here is one house. Here are two."  
 (Pass: Two correct)

## TASK ANALYSIS: CHECKLIST

Auxiliary Comprehension		Expressive Communication	
Birth to 3 months		Birth to 3 months	
1. Looks intently at speaker		1. Vocalizes a variety of pleasure/displeasure sounds	
2. Reacts to sound of telephone		2. Vocalizes when asked to	
3. Turns head to locate source of sound		3. Laughs	
4. Discriminates one sound from another		4. Sings in solitary vocal play	
3 to 11 months		6 to 11 months	
1. Anticipates an event on signal		5. Combines sounds to form syllables	
2. Follows line of regard		6. Approximates sounds made by another person	
3. Responds to sound of speech		7. Responds to sound of speech	
4. Understands a word or phrase (other than "no")		8. Produces at least four different consonant sounds	
1;0 to 1;6		1;0 to 1;6	
9. Maintains attention for two minutes		9. Has a vocabulary of at least one word	
10. Follows simple directions with cues		10. Initiates a game or social routine	
11. Identifies familiar objects (ball, sock, spoon)		11. Varies the sounds produced in syllable strings	
12. Identifies pictures (dog, baby)		12. Vocalizes a word	
1;6 to 1;11		1;6 to 1;11	
13. Follows simple directions without gestures		13. Has a vocabulary of at least 10 words	
14. Responds to simple questions		14. Responds to simple questions	
15. Indicates body parts (hair, eye, nose, etc.)		15. Produces recognizable single-word utterances	
16. Understands verbs in context (eat, drink, sleep)		16. Uses one pronoun (my, me, you, me)	
2;0 to 2;6		2;0 to 2;6	
17. Understands spatial concepts (in, off, out of)		17. Uses a question inflection	
18. Understands several pronouns (me, him, you, my)		18. Combines three or four words in spontaneous speech	
19. Understands quantity concepts (one, some, ten, all)		19. Names pictures (book, car, bottle, banana, etc.)	
20. Recognizes action in pictures		20. Uses plurals	
2;6 to 2;11		2;6 to 2;11	
21. Understands use of objects		21. Answers what, where, why questions	
22. Understands descriptive concepts (big, wet, blue)		22. Uses verb + ing	
23. Understands part/whole relationships		23. Produces back-syllables	
24. Understands pronouns (they, she, he)		24. Uses possessives	
3;0 to 3;6		3;0 to 3;6	
25. Understands descriptive concepts (heavy, empty, same)		25. Tells how an object is used	
26. Understands negatives		26. Uses several pronouns (I, he, she, we, they)	
27. Identifies colors		27. Tells about routine events	
3;6 to 3;11		3;6 to 3;11	
28. Compares objects		28. Compares analogies	
29. Makes inferences		29. Repeats sentence	
30. Identifies body parts (head, arm, knee, etc.)		30. Responds to questions	
31. Identifies body parts (head, arm, knee, etc.)		31. Answers when questions	
4;0 to 4;6		4;0 to 4;6	
32. Understands spatial concepts (under, in back, next to, in front)		32. Uses negations	
33. Compares animals		33. Uses irregular and regular past tense	
34. Understands complex directions		34. Describes a procedure	
35. Identifies pictures (quadrangle, wheelchair, atom)		35. Names animals	
4;6 to 4;11		4;6 to 4;11	
36. Understands descriptive concepts (long, early, short)		36. Defines words	
37. Understands quantity concepts (twice, half)		37. Makes complex sentences	
38. Understands spatial concepts (thick, first)		38. Names categories	
39. Understands passive voice sentences		39. Responds to why questions	
5;0 to 5;11		5;0 to 5;11	
40. Understands spatial concepts (up, down)		40. Uses adjectives to describe people and objects	
41. Understands quantity concepts (twice, half)		41. Builds sentences	
42. Understands time/sequence concepts (last, first)		42. Defines words	
43. Understands time/sequence concepts (last, first)		43. Uses words to express quality (tenderly, more)	
6;0 to 6;11		6;0 to 6;11	
44. Adds and subtracts numbers to five		44. Uses comparative -er and superlative -est	
45. Indicates body parts (toes, head, ankles)		45. Tells a story with visual support	
46. Understands time concepts (fall, summer)		46. Tells a story with visual support	
47. Identifies pictures (kitchen, atom, etc.)		47. Uses -er ending to indicate "one who verb"	
48. Identifies pictures (kitchen, atom, etc.)		48. Uses irregular plurals	

Directions: Draw a line across the profile at the child's chronological age. Circle the tasks failed.

### Auditory Comprehension

Age in months	Attention*	Semantics					Structure		Integrative Thinking Skills
		Vocabulary	Quantity	Quality	Special	Time/Sequence	Morphology	Syntax	
Birth-5	1, 2, 3, 4								
6-11	5, 6	7, 8							
12-17	9, 10, 11, 12	13, 14, 15, 16							
18-23		20	19						
24-29									
30-35				22					
36-41				25, 28					
42-47		31, 32							
48-53		36						33	
54-59			39	37		38		40	
60-71			42			44	43	41	
72-83		46, 48				47			

### Expressive Communication

Age in months	Social Development*	Social Communication*	Semantics					Structure		Integrative Thinking Skills
			Vocabulary	Quantity	Quality	Special	Time/Sequence	Morphology	Syntax	
Birth-5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	2, 3								
6-11		6, 7								
12-17		10, 17								
18-23			13, 14					16	15	
24-29		17						20	18	
30-35								21, 22, 24	13	
36-41								27		25, 26, 28
42-47								31	10	29
48-53						33		34		15, 36
54-59									30	37, 40
60-71			44						42	41
72-83								43, 47, 48		

\*Indicates skills that are precursors to language.

# SUPPLEMENTAL MEASURE: ARTICULATION SCREENER (ages 2;6 to 6;11)

Directions: Administer all items, regardless of the child's age, to obtain a raw score. Score "1" if the underlined sound is correctly articulated. Score "0" if the child substitutes, distorts, or omits the underlined sound.

Say, "We're going to play a word game now. Say these words. Say, ..."

2;6 to 2;11		4;0 to 4;5		6;0 to 6;11	
1. <u>my</u>	—	18. <u>so</u>	—	34. <u>think</u>	—
2. <u>home</u>	—	19. <u>house</u>	—	35. <u>teeth</u>	—
3. <u>pie</u>	—	20. <u>slice</u>	—	36. <u>street</u>	—
4. <u>hop</u>	—	21. <u>push</u>	—	37. <u>strong</u>	—
5. <u>won</u>	—	22. <u>land</u>	—		
6. <u>to</u>	—	23. <u>fudge</u>	—		
7. <u>bat</u>	—	24. <u>chop</u>	—		
		25. <u>much</u>	—		
		26. <u>too</u>	—		
		27. <u>buzz</u>	—		
3;0 to 3;5		4;6 to 4;11			
8. <u>bee</u>	—	28. <u>vet</u>	—		
9. <u>web</u>	—	29. <u>doe</u>	—		
10. <u>do</u>	—	30. <u>uke</u>	—		
11. <u>round</u>	—	31. <u>ball</u>	—		
3;6 to 3;11		5;0 to 5;11			
12. <u>key</u>	—	32. <u>rabbit</u>	—		
13. <u>bike</u>	—	33. <u>door</u>	—		
14. <u>go</u>	—				
15. <u>dog</u>	—				
16. <u>gun</u>	—				
17. <u>pull</u>	—				

child's chronological age.  
See Chapter 10 of the *Manual for the Articulation Screener* for the definition of the raw score.  
Based on the raw score:  
1. If the score is 11 or higher, the child is performing at a level typical of the age group.  
2. If the score is 10 or lower, the child is performing at a level below typical of the age group.  
3. If the score is 9 or lower, the child is performing at a level significantly below typical of the age group.  
4. If the score is 8 or lower, the child is performing at a level significantly below typical of the age group.  
5. If the score is 7 or lower, the child is performing at a level significantly below typical of the age group.  
6. If the score is 6 or lower, the child is performing at a level significantly below typical of the age group.  
7. If the score is 5 or lower, the child is performing at a level significantly below typical of the age group.  
8. If the score is 4 or lower, the child is performing at a level significantly below typical of the age group.  
9. If the score is 3 or lower, the child is performing at a level significantly below typical of the age group.  
10. If the score is 2 or lower, the child is performing at a level significantly below typical of the age group.  
11. If the score is 1 or lower, the child is performing at a level significantly below typical of the age group.  
12. If the score is 0 or lower, the child is performing at a level significantly below typical of the age group.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper.

----- during testing.

## SOCIAL LANGUAGE (Use)

Directions: Check all the descriptors that apply to language the child produced spontaneously during testing.

## ORPHOLOGY/SYNTAX (Structure)

The child:

- \_\_\_\_\_ did not talk spontaneously
- \_\_\_\_\_ spoke in one word utterances
- \_\_\_\_\_ spoke in successive single word utterances
- \_\_\_\_\_ spoke in two- to three-word utterances
- \_\_\_\_\_ spoke in four- to five-word sentences
- \_\_\_\_\_ used expanded sentences
- \_\_\_\_\_ used complex sentences

## Total number of morphemes

Total number of utterances \_\_\_\_\_

Mean Length of Utterance (MLU) \_\_\_\_\_

See Chapter 6 in the *Measurement Manual* for interpretation of the MLU.

Age: \_\_\_\_\_ to \_\_\_\_\_ months

The child used:

- \_\_\_\_\_ present tense (-ing, -s)
- \_\_\_\_\_ past tense (-ed)
- \_\_\_\_\_ irregular past tense (ran, went)
- \_\_\_\_\_ future tense (will, gonna)
- \_\_\_\_\_ copula (is/are)

pronouns

- \_\_\_\_\_ subjective (he, she, it, we, they)
- \_\_\_\_\_ objective (him, her, them)
- \_\_\_\_\_ possessive (his, her, hers, its, theirs, theirs)

verbs

- \_\_\_\_\_ regular (-s, -ed)
- \_\_\_\_\_ irregular (eat, men)

negative markers (no, not)

clitics (to, the) \_\_\_\_\_

questions

- \_\_\_\_\_ with questions (who, what, where, when, why)
- \_\_\_\_\_ yes-no (Yes, no, maybe, definitely, will/might)

## SEMANTICS (Content)

The child:

named objects/pictures

(e.g., baby, puppy)

used action words

(e.g., eat, running)

used words denoting possession

(e.g., Mommy coat, mine)

used words denoting recurrence

(e.g., more, again)

used words to describe objects/people

(e.g., little ball, pretty baby)

used words denoting time

(e.g., soon, in a minute, before)

used words denoting place

(e.g., here, in the box, up)

used words denoting quantity

(e.g., five, lots, few)

used words to give reasons

(e.g., so, because)

Connected speech was usually:

organized

disorganized

on topic

off topic

appropriately sequenced

out of sequence

Using words or gestures, the child:

- \_\_\_\_\_ directed your attention to something
- \_\_\_\_\_ tried to get you to do something
- \_\_\_\_\_ tried to get your attention
- \_\_\_\_\_ talked about what he or she was doing
- \_\_\_\_\_ named an object
- \_\_\_\_\_ greeted someone or said goodbye
- \_\_\_\_\_ played with you
- \_\_\_\_\_ protested or complained
- \_\_\_\_\_ answered when you talked to him or her
- \_\_\_\_\_ "placated" or repeated words
- \_\_\_\_\_ asked a question

told you about an event or object

talked about recent experiences

(e.g., volunteered information, answered your questions, and stayed on topic briefly)

maintained a conversation (answered you, gave additional information or asked a question, and paused to let you respond)

used language to control others' behavior

used language to interact with another person

repeated or reworded messages you

didn't understand

stayed on topic

used indirect requests or hints

replayed stereotypical themes

(e.g., plays house, pretends to be a hero)

## SPEECH INTELLIGIBILITY

- \_\_\_\_\_ poor
- \_\_\_\_\_ fair
- \_\_\_\_\_ good



☐ Previous Therapy/Treatment

My child ☐ has ☐ has not been enrolled in therapy/treatment before.

Comments about previous therapy/treatment: \_\_\_\_\_

☐ Suggestions for Therapy/Treatment

I think my child has trouble with: \_\_\_\_\_

I would like my child to learn how to: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

(Rank from the most important to the least important.)

My family ☐ is available ☐ is not available to participate in the treatment program.

☐ Information I need in order to help my child:

I would like to have more information about:

(Check all that apply.)

☐ Child development

☐ Speech and language development

☐ Speech and language problems

☐ Laws governing services for children (Public Law 94-142, The Education for All Handicapped Children Act of 1973, and Public Law 99-457, The Education of the Handicapped Act Amendments of 1986)

☐ Financial assistance (e.g., insurance, SSI, Medicare)

☐ Family support groups

☐ Respite care

☐ Other treatment options

☐ Other: \_\_\_\_\_

Additional concerns: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



THE PSYCHOLOGICAL CORPORATION  
HARCOURT BRACE JOVANOVICH, INC.

Copyright © 1972, 1977, 1988 by The Psychological Corporation.  
Simultaneous edition copyright © 1991 by The Psychological Corporation.  
All rights reserved. Printed in the United States of America.

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

## FAMILY INFORMATION AND SUGGESTIONS

Please complete all sections marked with an ☒

Date \_\_\_\_\_

### ☒ Family Information

Name of child \_\_\_\_\_

Birthdate \_\_\_\_\_ Age \_\_\_\_\_  
Month/Day/Year

Person completing form \_\_\_\_\_ Relationship \_\_\_\_\_

Name family members living at home: \_\_\_\_\_

Language(s) spoken in the home: \_\_\_\_\_

### ☒ Medical History

- Were there any problems during pregnancy or difficulties at birth? ☐ no ☐ yes
- Was your child born before the due date? ☐ no ☐ yes
- Has your child been hospitalized at any time? ☐ no ☐ yes
- Has your child had his or her vision checked? ☐ no ☐ yes
- Are there any diagnosed mental, physical, or emotional disabilities? ☐ no ☐ yes
- Does your child have any allergies? ☐ no ☐ yes

If you checked "yes" to any of the above, please explain or describe here: \_\_\_\_\_

### ☒ Hearing Status

- Does your child
- Talk in a very loud voice? ☐ no ☐ yes
  - Turn up the volume on the radio and TV? ☐ no ☐ yes
  - Hear you if his or her back is turned? ☐ no ☐ yes
  - Hear you if you talk to him or her from the other room? ☐ no ☐ yes
  - Have a history of ear infections? ☐ no ☐ yes
- How many? \_\_\_\_\_ When was the most recent? \_\_\_\_\_
- Has your child had a hearing test? ☐ no ☐ yes If yes, when: \_\_\_\_\_

### ☒ Understanding Language

When you talk to your child, how much does he or she understand? Check one:

- ☐ A few words
- ☐ Simple directions
- ☐ Many words and phrases
- ☐ Almost everything I say

Additional Comments/Examples: \_\_\_\_\_

### ☒ Communicating With You

How does your child usually let you know what he or she wants?

- Check all that apply:
- ☐ Cries
  - ☐ Points to what he or she wants
  - ☐ Uses gestures (e.g., gestures for "give it to me")
  - ☐ Makes a few sounds
  - ☐ Makes many different sounds
  - ☐ Uses a few words
  - ☐ Says many words, but only says one word at a time
  - ☐ Says two or three word sentences
  - ☐ Uses long sentences

Additional Comments/Examples: \_\_\_\_\_

- Does your child
- Answer when you talk to him or her? ☐ no ☐ yes
  - Talk about what he or she is doing? ☐ no ☐ yes
  - Ask for help? ☐ no ☐ yes

Can the family understand your child's speech? ☐ no

Can people outside of the family understand your child's speech? ☐ no

What does your child like to talk about? \_\_\_\_\_

Summary of information for parents and for development of program plan

### PLC-3 Scores

Auditory Comprehension SS \_\_\_\_ FR \_\_\_\_ AE \_\_\_\_ Expressive Communication SS \_\_\_\_ FR \_\_\_\_ AE \_\_\_\_ Total Language SS \_\_\_\_ PR \_\_\_\_ AE \_\_\_\_

☐ performance typical of age peers  
☐ further evaluation may be indicated  
☒ further evaluation strongly suggested

☐ material information obtained on FLS-3

☐ differs greatly from information obtained on FLS-3 (note in comments below)

☐ reinforces information obtained on PLS-3

☐ differs greatly from information obtained on PLS-3 (note in Comments below)

Child's strengths: \_\_\_\_\_ Family's strengths: \_\_\_\_\_

Child's needs: \_\_\_\_\_ Family's needs: \_\_\_\_\_

☐ Contact person/case manager (name) \_\_\_\_\_ (phone) \_\_\_\_\_

☐ Refer to another agency (name of agency) \_\_\_\_\_ (phone) \_\_\_\_\_

☐ Recommend additional assessment:         PT         OT         Educational         Psychological  
                                Speech/Language   Other:                                 

☐ Information requested by family

☐ information about PL 94-142, PL 99-457

☐ articles about child development or language disorders

☐ resources for financial assistance  
(i.e., insurance, SSI benefits, Medicare)

☐ Other: \_\_\_\_\_

☐ Follow-up schedule: \_\_\_\_\_

**Outcomes for child and family:**

Therapy Options: \_\_\_\_\_

How the proposed outcomes listed above interface with the parents' objectives (see the Family Information and Suggestions Form, page 16):

Family members ☐ are available ☐ are not available to participate in the treatment program.

# Kindergarten Admission Information—Parent's Rating Form

Student's Name

Jacob Winkler

Student's Age

5 1/2 years

Date

8-9-03

Parent's Name

Sandra Winkler

**Purpose:** Our school recognizes that parents can provide valuable information that can be helpful in planning a better school program for their child. You can supply this information by responding to the items listed below.

**Directions:** Read each item and check the column ("No," "Uncertain," or "Yes") on the right that best applies to your child.

## Personal/Speech

Can your child tell others his/her

1. first and last name?
2. age?
3. street address (if applicable)?
4. birth date?
5. telephone number (if applicable)?

## Beginning Academic Skills

Does your child

6. recognize (by naming) five colors?
7. recognize (by naming) ten colors?
8. count by rote to five?
9. count by rote to ten?
10. recognize numerals to five?
11. recognize numerals to ten?
12. comprehend numerals to five?
13. recognize some uppercase letters?
14. recognize some uppercase letters?
15. comprehend pictures depicting action in books?
16. comprehend stories read to him or her?

## Visual- and Fine-Motor Skills

Does your child

17. recognize his/her name in print?
18. copy a circle and a plus sign?
19. write his/her first name?
20. write his/her last name?
21. draw pictures that are recognizable?
22. try to stay within the lines when coloring a picture with crayons?
23. use scissors to cut paper?
24. successfully complete arts and crafts projects appropriate for age?
25. assemble puzzles appropriate for age?

No	Uncertain	Yes
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Uncertain	Yes
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

No	Uncertain	Yes
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Dominance/Laterality

Does your child consistently

26. use the same hand as the proletrated hand?
27. discriminate between his/her right hand and left hand?
28. follow the pattern of working left to right and top to bottom when appropriate?

## Self-Help Skills

Does your child

29. dress himself/herself?
30. button his/her clothing?
31. totally care for toileting needs?
32. tie his/her shoes?
33. know which shoe goes on which foot?
34. usually take care of personal items?

## Social Skills

Does your child

35. greet others in an appropriate manner?
36. usually share and take turns willingly?
37. usually play well with at least one child?
38. willingly and cooperatively participate in a small-group activity or game?
39. show concern for using materials and equipment safely and appropriately?

## Emotional/Self-Reliance

Does your child

40. willingly engage in a new activity?
41. usually make an effort to solve problems before seeking help from others?
42. usually continue an activity without constant attention and encouragement?
43. usually continue a task until completed or until it is time to stop?
44. usually accept limits set by an adult?
45. usually reflect a happy disposition?

## Speech

Does your child

46. express needs and requests verbally rather than by inappropriate means?
47. have speech that is understandable?
48. speak in sentences of four or more words?

No	Uncertain	Yes
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Uncertain	Yes
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Uncertain	Yes
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

No	Uncertain	Yes
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TEAM SUMMARY AND INTERPRETATION OF THE MULTIFACTORED EVALUATION

Student's Name: Winkelman, Jacob Date of Birth: 5/25/97 Age: 5

### Summary of Current Performance:

Jacob is a youngster who is transitioning from preschool to a school age setting. He has been receiving services at the Achievement Centers for Children for the past two years. He is in a classroom setting with Jacquelyn Gerber; related services include Speech/Language Therapy and Occupational Therapy. Jacob also participates in a music therapy program while at school. Private therapies through RB&C include Occupational Therapy and Speech/Language Therapy. Jacob is diagnosed with an autistic disorder with co-occurring aberrant behaviors with some aggressive tendencies. He is taking Risperdal. He and his family work with Morris Levinsohn, M.D., Pediatric Neurologist.

Formal measures of behavior, as completed by Mrs. Winkelman, reflect and concur with Jacob's diagnosis as well as concerns expressed to Dr. Levinsohn. At times, Jacob will have difficulty with transitions and completing work activities. He will also protest to new activities/skills. Formal measures of adaptive behavior indicate moderate delays in communication skills and socialization. Jacob is independent with bathroom and dressing; he will hold bowel movements. There is some defensiveness with bathing and grooming tasks. Jacob uses all utensils in a competent manner. He exhibits great dramatic play; he is doing well with pre-academic skills. He needs high motivation to stay on task. He has poor social skills with peers. Jacob will have tantrums when he does not get his own way. Although he is very verbal, he is only 40% understandable. Jacob is able to follow a classroom routine with a picture schedule and verbal cues. He is able to express when he is hungry or tired as well as when he is happy or excited about something. While in school, his greatest difficulties are with self regulation, performance of fine-motor tasks and visual perception tasks. He has difficulty with transitions from a preferred activity to a non-preferred activity; he has difficulty calming when upset. Jacob is demonstrating delays in expressive, receptive, and pragmatic language skills. Jacob is able to identify many common objects and items within his environment. He is able to appropriately respond to basic questions pertaining to his immediate environment and family. He is a pleasant youngster who enjoys social interactions. He is using 4-5 word utterances and various sentence types. His speech continues to become jargon-like when he is speaking rapidly or when he is upset. He is beginning to initiate interactions with peers. He is also demonstrating the ability to maintain a topic of conversation for three minutes or longer. He is responding to various "wh" questions forms. He is not able to smoothly transition from one topic to another. He has difficulty demonstrating the ability to "read" another person's body language. He inconsistently uses appropriate rate and volume when speaking.

### Description of Educational Needs:

Jacob's delays impact the educational setting in that many of his resistance, tantrums, and meltdowns interfere with his learning/working/playing time. His ability to master a variety of skills requires a great deal of time and effort by various staff members in the school setting. Jacob needs guidance in learning to play with his peers. Jacob needs to improve fine-motor strength and coordination. He needs to improve visual perception skills in order to perform more age appropriate tasks such as cutting and writing with appropriate grasps and managing fasteners. He needs to improve his ability to adapt adequately to environmental demands without outbursts as well as learning socially appropriate responses. He needs to develop pragmatic language skills. He needs to learn to answer more cognitively challenging questions. Jacob will need adult prompting and cueing in order to successfully complete communicative interactions. His communication and social deficits will impact his ability to interact with peers.

**Implications for instruction and Progress Monitoring:**

Consider continuation of the TEACCH methodology for Jacob's academic learning

Jacob focuses more in a structured area that is organized with limited auditory and visual distractions

Utilize high motivators (which are constantly changing)

Continue positive reinforcement while working

Jacob's enjoys adult interaction and will gather himself during a meltdown if he assumes that he will be left alone with no one to work with him

Provide a setting that has a consistent schedule as well as reminders or warnings when there is a change to the routine

Jacob responds well to heavy work and proprioceptive activities throughout the day

He would benefit from additional opportunities to practice fine-motor skills and visual perceptual tasks needed for school and self-care

## EVALUATION FORM

Student's Name: Jacob Winkelman Date of Birth: 5/25/97 Age: 5Evaluator: \_\_\_\_\_ Title: Special Education TeacherAreas of Assessments: English Proficiency, Reading / Math Instruction

Evaluation methods and activities:

- ☐ Observation(s)      ☒ Interview(s)      ☐ Trial Interventions  
☒ Record Review      ☐ Classroom-Based Assessments      ☐ Other  
☐ Curriculum-Based Assessment      ☐ Norm-Referenced Assessment

Summary of assessment(s), including results and instructional implications:

## ENGLISH PROFICIENCY

- Country in which child was born: ☒ United States    ☐ Other: \_\_\_\_\_
- First language child was exposed to: ☒ English    ☐ Other: \_\_\_\_\_
- If not born here:
  - How long has the child resided in this country: \_\_\_\_\_ years, \_\_\_\_\_ months
  - How long has the child been exposed to English at preschool: \_\_\_\_\_ years, \_\_\_\_\_ months
- At preschool, the child speaks: ☒ English    ☐ primarily English, but also: \_\_\_\_\_  
☐ no English    ☐ other: \_\_\_\_\_
- At home, the child speaks: ☐ English    ☐ primarily English, but also: \_\_\_\_\_  
☐ no English    ☐ other: \_\_\_\_\_    ☐ uncertain
- At home, parents / primary caregivers speak: ☒ English    ☐ primarily English, but also: \_\_\_\_\_  
☐ no English    ☐ other: \_\_\_\_\_    ☐ uncertain

## READING / MATH INSTRUCTION

- Has the child been exposed to developmentally appropriate pre-reading concepts / skills? ☒ Yes    ☐ No
- Has the child been exposed to developmentally appropriate pre-math concepts / skills? ☒ Yes    ☐ No
- Describe the child's preschool attendance: ☒ generally regular attendance    ☐ frequent absences or tardies  
 → at one point 3-5 min 2-3  
 due to reading challenge  
 he is now back to  
 regular attendance

Signature of Evaluator: Gregory J. Gerber Date: 2/28/03

# DETERMINATION OF ELIGIBILITY

Student's Name: Winkelman, Jacob Date of Birth: 5/25/97 Age: 5

- Has the evaluation eliminated lack of instruction in reading or math as the determinant factor in reaching a conclusion about the presence of a disability? ☒ Yes ☐ No
- Has the evaluation eliminated limited English proficiency as a determinant factor in reaching a conclusion about the presence of a disability? ☒ Yes ☐ No
- Has it been determined that this student has or continues to have a disability?  
☒ Yes (indicate disability) Autism ☐ No
- Describe how the child either meets or fails to meet the definition of the suspected disability for which the assessment was conducted.

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance.

- Does information contained in the preceding evaluation summary confirm that the disability condition has an adverse effect upon the educational performance? ☒ Yes ☐ No

The following individuals participated in reaching the determination about this child's or student's eligibility for special education and related services (Signatures required for all team members for SLD, ED, PS, and IBA/MFE):

Name	Title	Date	Agree	Disagree*	Signature
Sandra Winkelman	Parent	5-6-03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sandra Winkelman
Jackie Gerber	Teacher	5-6-03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Jackie Gerber
Jeffrey B. Winkelman	Parent	5-6-03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Jeffrey B. Winkelman
Jane Alspach	Music Therapist	5/6/03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Jane Alspach
KUDITH HUDGINS	Speech Therapist	5/6/03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Kudith Hudgins
Roberta Decker	Psychologist	5/6/03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Roberta Decker
Jenny Mathys, LSW	Social Worker	5/6/03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Jenny Mathys, LSW
Maria C. Llerena	OT/IEP Therapist	5/6/03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Maria C. Llerena
Leah West	SLP/IEP Therapist	5-6-03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leah West

\*Team member/individual must file a statement of disagreement

M. Ed. NCSP

Jenny Mathys, LSW  
Maria C. Llerena, OT  
Leah West SLP/IEP



WRITTEN NOTICE TO PARENTS

Date: 1/27/03

This is to notify you of the district's action regarding Jacob Winkelman's  
educational program. (STUDENT'S NAME)

1. Description of action:

Check appropriate box(es):

AREA	Proposal To Initiate	Proposal To Change	Refusal To Initiate	Refusal To Change
1. Identification		X		
2. Evaluation	X			
3. Placement				
4. Provision of Free Appropriate Public Education (FAPE)				

2. For evaluation/reevaluation (only applicable if box is checked):

- ☒ The evaluation or reevaluation described in the attached evaluation plan requires your permission in order for it to be conducted. Please sign and return the permission form.
- ☐ The reevaluation described in the attached evaluation plan will be completed based on existing information. However, you have the right to request an assessment to determine whether your child continues to be a child with a disability.

3. Reason for action: transitioning from preschool to school age re-evaluation.

4. Description of other options, if any, that were considered before taking this action and the reason for rejecting them: N/A

- ☐ Initial Evaluation  
☒ Reevaluation (if additional assessment is to be conducted)

### REQUEST FOR PARENT CONSENT FOR EVALUATION

#### Part I: To Grant Consent

I have received a copy of Whose IDEA Is This? A Resource Guide for Parents and I understand the information provided.

I HEREBY GIVE MY PERMISSION FOR Jacob Winkelman to receive an evaluation(s) by designated school personnel. I understand the evaluation information will be shared by teachers, principals, and other appropriate school personnel, and that the school district will forward educational records upon request to another school district or educational agency in which my child seeks or intends to enroll. I further understand that my granting of consent is voluntary on my part and I may revoke my consent at any time.

Jacob Winkelman Father 1-27-03  
 Signature of parent, legal guardian, custodian, or student (if 16 or older) Relationship to Child Date

#### Part II: To Refuse Consent

(Do Not complete Part II if you completed Part I)

I have received a copy of Whose IDEA Is This? A Resource Guide for Parents and I understand the information provided.

I DO NOT GIVE MY PERMISSION for a multifactorial evaluation for \_\_\_\_\_.

Reasons: (It would be helpful to school personnel who are designing an educational program to meet your child's unique needs if you would share with us your reasons for not giving your permission for a multifactorial evaluation.)

\_\_\_\_\_  
 Signature of parent, legal guardian, custodian, or student (if 16 or older) Relationship to Child Date

#### Part III: (To be completed by school)

Information about the multifactorial evaluation and Whose IDEA Is This? A Resource Guide for Parents were presented/sent by:

Heather Kewlin 1/27/03  
 Signature of school district representative Date(s)

The parents' native language is English If not English, was the information provided in the native language or other mode of communication? ☐ Yes ☒ No

If no, explain: \_\_\_\_\_

If the native language or other mode of communication is not a written language, attach documentation of the steps taken to ensure that the notice was explained and that the parent understands the content of the notice.

<p style="text-align: center;"><b>TEAM SUMMARY AND INTERPRETATION OF THE MULTIFACTORED EVALUATION</b></p>
---

Student's Name: Winkelman, JacobDate of Birth: 5/25/97Age: 5**Summary of Current Performance:**

Jacob is a youngster who is transitioning from preschool to a school age setting. He has been receiving services at the Achievement Centers for Children for the past two years. He is in a classroom setting with Jacquelyn Gerber; related services include Speech/Language Therapy and Occupational Therapy. Jacob also participates in a music therapy program while at school. Private therapies through RB&C include Occupational Therapy and Speech/Language Therapy. Jacob is diagnosed with an autistic disorder with co-occurring aberrant behaviors with some aggressive tendencies. He is taking Risperdal. He and his family work with Morris Levinsohn, M.D., Pediatric Neurologist.

Formal measures of behavior, as completed by Mrs. Winkelman, reflect and concur with Jacob's diagnosis as well as concerns expressed to Dr. Levinsohn. At times, Jacob will have difficulty with transitions and completing work activities. He will also protest to new activities/skills. Formal measures of adaptive behavior indicate moderate delays in communication skills and socialization. Jacob is independent with bathroom and dressing; he will hold bowel movements. There is some defensiveness with bathing and grooming tasks. Jacob uses all utensils in a competent manner. He exhibits great dramatic play; he is doing well with pre-academic skills. He needs high motivation to stay on task. He has poor social skills with peers. Jacob will have tantrums when he does not get his own way. Although he is very verbal, he is only 40% understandable. Jacob is able to follow a classroom routine with a picture schedule and verbal cues. He is able to express when he is hungry or tired as well as when he is happy or excited about something. While in school, his greatest difficulties are with self regulation, performance of fine-motor tasks and visual perception tasks. He has difficulty with transitions from a preferred activity to a non-preferred activity; he has difficulty calming when upset. Jacob is demonstrating delays in expressive, receptive, and pragmatic language skills. Jacob is able to identify many common objects and items within his environment. He is able to appropriately respond to basic questions pertaining to his immediate environment and family. He is a pleasant youngster who enjoys social interactions. He is using 4-5 word utterances and various sentence types. His speech continues to become jargon-like when he is speaking rapidly or when he is upset. He is beginning to initiate interactions with peers. He is also demonstrating the ability to maintain a topic of conversation for three minutes or longer. He is responding to various "wh" questions forms. He is not able to smoothly transition from one topic to another. He has difficulty demonstrating the ability to "read" another person's body language. He inconsistently uses appropriate rate and volume when speaking.

**Description of Educational Needs:**

Jacob's delays impact the educational setting in that many of his resistance, tantrums, and meltdowns interfere with his learning/working/playing time. His ability to master a variety of skills requires a great deal of time and effort by various staff members in the school setting. Jacob needs guidance in learning to play with his peers. Jacob needs to improve fine-motor strength and coordination. He needs to improve visual perception skills in order to perform more age appropriate tasks such as cutting and writing with appropriate grasps and managing fasteners. He needs to improve his ability to adapt adequately to environmental demands without outbursts as well as learning socially appropriate responses. He needs to develop pragmatic language skills. He needs to learn to answer more cognitively challenging questions. Jacob will need adult prompting and cueing in order to successfully complete communicative interactions. His communication and social deficits will impact his ability to interact with peers.